

the scribe

University of Bridgeport

May 6, 1976

47:15

15 cents

This issue is the final Thursday edition of the Scribe for the 1975-76 academic year. The staff wishes all graduates luck in the job market or post-grad studies and all others a good summer.

Miles' tuition plan approved by Conn. colleges

By Walt Zaborowski
Scribe Staff

Saying he was "elated and a little dumbfounded," President Leland Miles announced his tuition plan has been accepted by the Connecticut Conference of Independent Colleges at a Monday meeting.

"My eventual goal is to make the cost difference between the University and UConn about \$1,000," Miles said. He also said that private schools cannot survive in the long-range unless the tuition gap is narrowed.

Last week when Miles announced he was going to take his proposal to the conference, he wasn't confident that it would meet with approval. Last Thursday, he said, "I'm not overly optimistic." He also said it was going to be an "uphill fight for me to win support."

Miles' plan is based on the Tuition Assistance Plan of New York, although he said he has not committed himself to specifics. Under the New York Plan, state resident students receive from the state half the differential between tuition of the private school they wish to attend and a standardized public school tuition.

Miles has emphasized the plan will be a major help to middle class families, but he added that the amount of money a state resident receives is dependent on his or his family's financial status.

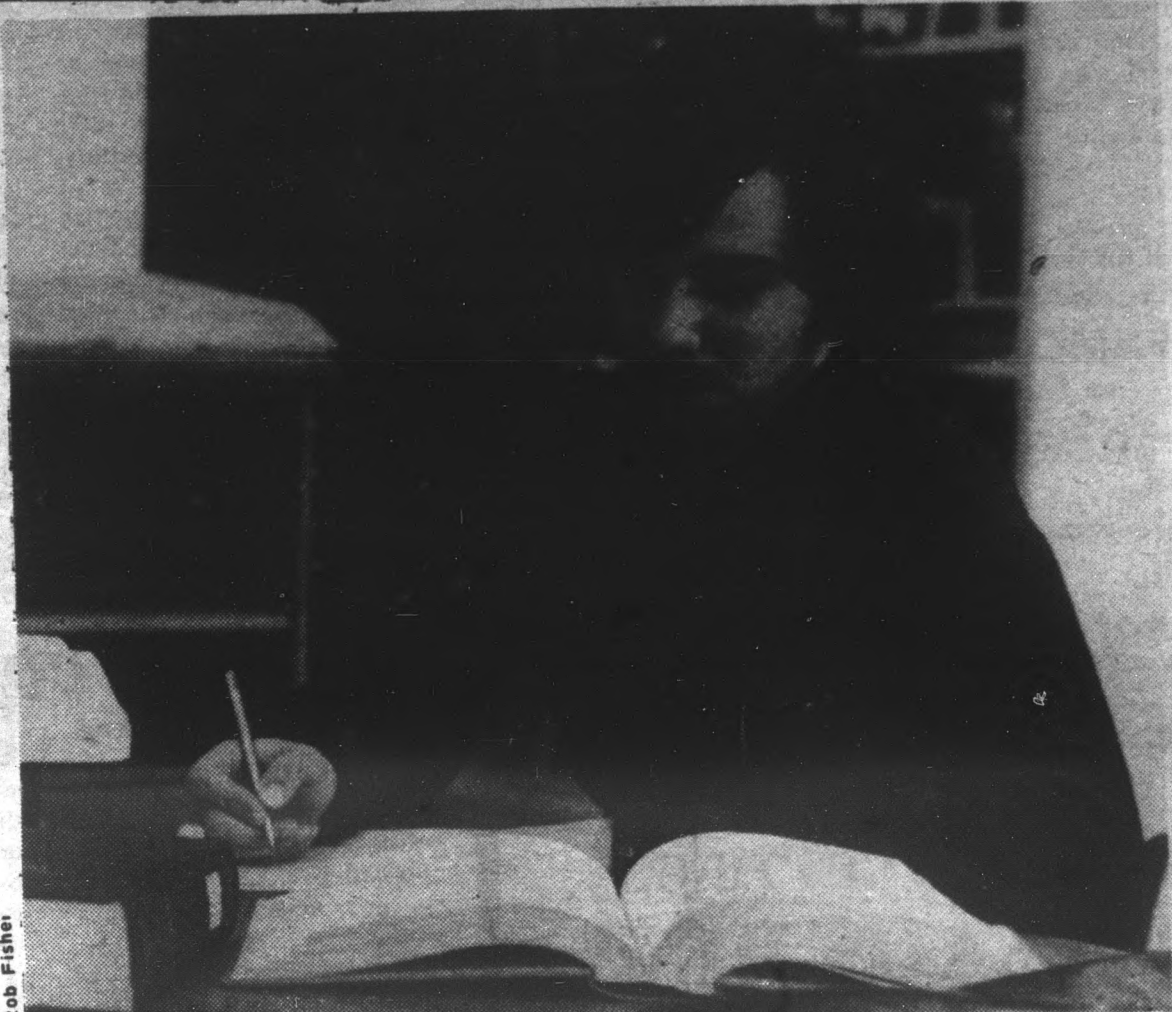
A student from a poor family might receive three fourths of the difference in tuition cost between a private and a public school while a student from a middle class family might receive only one half the difference.

Miles said that after conferring with state legislators, he is convinced that work must be started now if a Connecticut TAP plan is to become a reality three years from now.

Miles said Connecticut schools have not received the fourth year of State Scholarship funds provided under Public Law 331. In his motion to the CCIC, he also called for them to work "for the full funding of 331."

Since money has not been forthcoming for this present financial aid plan, Miles was asked how he expects his plan to be financed. He refused to comment, but informed sources reported that a state income tax would be necessary to fund both Public Law 331 and the TAP program.

In his motion to the CCIC, Miles called for immediate formation of a committee to work with the CCIC Executive Director, Dr. Lewis Hyde, to draft a program based on New York's TAP plan. He also said the draft is due to be submitted to CCIC membership for their reaction July 1.



Rob Fisher

Michael Giovannello will be spending many more hours at the library studying this week, as many other students will be, in preparation for the last minute cram sessions, hoping to learn enough of the semester's work to pass a final exam.

Gabe Kaplan rocks theater with hilarious anecdotes

By Walt Zaborowski
Scribe Staff

An audience looking for "Kotter" instead of Kaplan had no reason to be disappointed when they got Kaplan.

Gabe Kaplan, who appeared at the Mertens Theater Monday night proved to a sell-out crowd that he has more in his repertoire than a Groucho Marx imitation and jokes about his uncle.

In his television show, "Welcome Back, Kotter," Kaplan portrays a teacher in a Brooklyn High School. He

started the Mertens show by addressing people who really believe he is a teacher.

"Some people actually believe I'm a teacher...I say that I am, I correct comedy writers' materials."

He went into imitations of well-known personalities describing Howard Cosell's penchant for revealing obscure facts during Monday night football games. "After a guy ran back a kick-off for a hundred yards and Frank was getting excited, Cosell said, 'By the way, Giff, that young man

doesn't like strawberry ice cream."

Kaplan proved he is not a good impressionist. He does a good Groucho Marx, but his own voice comes through most of his other impressions. The strength of his performing talent is his ability to portray stereotypes including contestants on the Dating Game, his Jewish mother and bullies in Westerns.

His act is a series of one-man sketches dealing with subjects as unlikely as condoms and vibrators. His material,

continued on page 2

inside



The Purple Knight baseball team will be carrying an 8-13 record into today's final home game. Senior Southpaw Phil Nastu will be pitching his last game. Take a strike to page 8.



This Sunday, the University community will have a chance to witness a production extravaganza by local video artists. For a Video Party preview, see page 6.

7408

Ad job market is tight, speakers say

By LINDA CONNER
Scribe Staff

Some of those who've made it in advertising, talked to students who'd like to, at the first all-day Advertising and Public Relations Conference last Thursday.

The professionals discussed the recent changes in their profession and the qualities an advertiser should have.

Personality, creativity, integrity, luck, and market knowledge are qualities which sell a product, according to Howard Klarman, president of

his own ad agency. It takes cooperation between the buyer and the seller, he said, to choose the right ad for the right media.

Marilyn Adelman, general manager of Fairpress, also relies on knowing the market in her job. She told the audience how she becomes involved in a client's problems, showed them market studies, and suggested ways they could test different campaigns.

Richard Ferguson, vice president and general manager of Bridgeport radio station WEZN, said a good advertiser

could make up to \$30,000 by the time they're 25.

"Although there are many in the field," he said, "there is a shortage of really good people." New ideas which fit into the new "all" station format are needed, he said. "All" stations build their identity by playing one type of music or news, Ferguson said, by using these stations, advertisers can gear their messages to an identifiable audience.

Radio stations advertise themselves on billboards. WEZN has run the same billboard campaign, in a high traffic area for years, he said. Ferguson advised the group not to be afraid of the "super saturation" campaign.

The advantage of radio advertising was discussed by Howard Hirsch, creative director of Lowengard and Brotherhood. Many facts about

a product can be mentioned on the radio that won't get past the station manager on TV, he said.

Hirsch said television producers won't run just anything. "They'll tell you to rewrite it—telling you what to say." There is a fear of the fairness doctrine, guidelines from Washington and of equal time. Advertisers try to avoid saying anything that can be disputed, he said.

"When I come up with an idea for a campaign," said Warren Weideman, president of Weideman and Whitley, "the first persons to see it are the lawyers. This makes it very difficult to be creative."

He showed students some ideas his agency has produced. These included a radio station ad campaign in which a radio shaped as a number "1" was used and a Christmas benefit ad which used "We Need Your

Christmas Presence," as its slogan.

It takes as much creativity on the technical end of an ad campaign as in forming the idea, Weideman says. Filming problems have to be worked out, lawyers have to be satisfied, and ads have to be edited.

Other speakers at the conference included public relations, industrial, marketing, and special advertisers.

The specialty advertiser impressed the group with his market ideas for "Cycle 1,2,3,4" dog food. He also distributed promotional items his company gives to clients.

The conference will become an annual event according to Prof. Richard Tino of the advertising department. He believes the series will form a cooperation between the University and the advertising public.

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Kaplan...continued from pg. 1

however, may not be considered offensive. For example:

"Vibrators were very popular in California a while ago...a BYOB party meant bring your own batteries...one guy was so charged up that he came strapped with a Sears Die Hard."

Kaplan was in control the whole time he was on stage. His satire was roundly accepted by the student audience. Only one quip fell flat, but Kaplan maintained his presence and swiftly moved to another routine. The failure went unnoticed by the audience.

The audience response at the end of his show, including a standing ovation by about a quarter of them, was so strong that the comedian returned for a 15-minute encore.

For a "very shy" person, Kaplan put on a show that was flowless in its continuity.

"Kotter" says he's fan-shy

By Tom Killen

Whispers of Gabriel Kaplan's erratic behavior circulated among the students who

gathered to catch a quick glimpse of the star of Welcome Back, Kotter Monday night.

Slowly, my hopes for insight

into one of television's hottest new personalities diminished, as Kaplan reduced a proposed interview from 15 minutes to 10, and finally to five.

Gabe Kaplan does not like to be interviewed, but his fans are wrong about the reasons for his reluctance. His is neither an inarticulate man nor a temperamental man. He is simply a shy man.

"I really enjoy entertaining people," Kaplan explained. "While I am not an extrovert, and I'm not very aggressive personally, I enjoy making other people laugh. If I didn't, I wouldn't remain in this business."

"I identify very strongly with the character of Kotter," he said. "He is the type of teacher I would like to have been had I gone into that field. He is the type of teacher I always wished that I had in high school."

Kaplan believes Welcome Back, Kotter's success is largely due to the audience's strong identification with the characters.

"People who watch the show can relate to the 'sweathogs,'" he says, "because they are real people. Some critics have said that only people who live in the Northeast can relate to the show, that it is too New York-oriented. That's not true. Everyone knows a Horshack. These people are everywhere. If they weren't, I doubt whether the show would succeed as it has."

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New officers elected RHA WPKN

Mike Etter won the Residence Hall Association (RHA) presidency last week defeating this year's president, Paul Tamul, and representative Andy Miller, with a 47 percent majority of the 492 votes cast.

Jim Slattery won the vice presidency with 83 percent of the votes. Alan Salam received 57 write-ins to be treasurer.

Etter said he plans to make a lot of changes in RHA. Rather than conducting all meetings in Seeley Hall, as was the practice this year, Etter said meetings will be scheduled in a different residence hall each week.

"Whatever the students want, I'll fight for," Etter said. He wants to see more student input next year.

Slattery feels that since his roommate Etter has been involved in RHA, he has a pretty good idea of what's going on, even though he has personally not been active. He feels the organization has been inadequate in the past. Too much time was spent forming ineffective committees, he said. He'd like to see more people getting involved in RHA to make it more effective.

Nine persons were elected to the fall executive board of WPKN last Wednesday.

Mike Zito, former AM program director, was elected FM program director for next year. Rob Fisher, a freshman biology major, was elected AM programmer.

In their new positions, Zito and Fisher will be responsible for all FM and AM programming and staff.

Hal Weinberg, a sophomore journalism major and present training director for the station, will be responsible for all news and news staff as news director.

Junior journalism major Bob Heussler, current news director, will be sports director.

Also elected were Ruth Feuer, librarian; Linda Bull, public relations director; Howard Bodman, training director; Bob Goykin, music director, and Gary Ritchie, member at large.

campus calendar

THURSDAY

ANNUAL STUDENT EXHIBITION of art at the Carlson Gallery of A & H from 11 a.m. to 5 p.m.

EUCARIST SERVICE at noon in the Newman Center.

Psychology Department meeting from 12 to 12:30 p.m. in the 2nd floor lounge of South Hall.

The UB GOLF TEAM will take on American International College at 1 p.m. in Springfield, Mass.

The UB BASEBALL TEAM will entertain Quinnipiac College at 2:30 p.m. in Seaside Park.

The UB TENNIS TEAM will travel to Southern Connecticut State College for a 3 p.m. set.

SHARED PRAYER at the Newman Center at 5:15 p.m.

A CLASS IN KUDALINI YOGA will be held in Georgetown Hall at 7 p.m.

The CHESS CLUB meets at 7 p.m. in Room 209 of the Student Center.

DISCREET CHARM OF THE BOURGEOISE and DAY FOR NIGHT, two Academy Award winning films, will be shown at 9 p.m. at the A & H Recital Hall.

ONE-ACT PLAYS, directed by University students, will be presented at the A & H Bubble Theatre at 8 p.m.

THE WAY BIBLICAL RESEARCH FELLOWSHIP at 9 p.m. in Room 201 of the Student Center.

FRIDAY

TGIF PARTY, Student Center Faculty Lounge, 3 p.m. to 7:30 p.m.

The UB WOMEN'S SOFTBALL TEAM will host Sacred Heart University in a 3 p.m. game at Seaside Park.

The UB TENNIS TEAM will venture to American International College for a 3 p.m. game.

Two Academy Award winning movies, DAY FOR NIGHT and DISCREET CHARM OF THE BOURGEOISE will be shown at 8 p.m. in the A & H Recital Hall.

A series of ONE ACT PLAYS, directed by three UB students are featured at 8 p.m. in the A & H Bubble Theatre.

SATURDAY

There will be an international bazaar and flea market CASBAH sponsored by the Council International from 10 a.m. to 5 p.m. in the gym.

MUSIC PREPARATORY DIVISION MAY FESTIVAL at 12:45 and 2 p.m. at the A & H Recital Hall.

MASS, 4:30 p.m., Newman Center. Two Cinema Guild movies, DISCREET CHARM OF THE BOURGEOISE and DAY FOR NIGHT will be shown at 8 p.m. in the A & H Recital Hall.

STARLIGHT BOWLING in the Student Center from 9 p.m. to

midnight.

The SENIOR SEMINAR SYMPOSIUM, TOXINS IN BIOLOGICAL SYSTEMS in the College of Nursing Room 100 from 1 p.m. to 6 p.m. All UB JUNIOR BIOLOGY MAJORS are required to attend.

SUNDAY

EUCARIST SERVICES will be offered at 11 a.m. and 9 p.m. in the Newman Center.

News Brief

One-Act Plays

The directing class of the University's Theatre Department will present its final set of one-act student plays tonight at 8:00 p.m. in the Bubble Theatre. Plays to be presented are: "In a Cold Hotel" by Ben Maddow, directed by JanShoebridge; "It's a Nice Place to Visit But..." a musical review, directed by Mary Jo Nagy; and "Fog" by Eugene O'Neill, directed by Julie Ann M. Fensore.

The productions are open to the public without charge, but seating will be on a first come basis.

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A & S Notes

A & S Notes, a special feature for today's Scribe, gives special attention to accomplishments made by students and graduates of the College of Arts and Sciences.

Robert Urbanowicz, a senior philosophy major, has been awarded a \$2,500 graduate assistantship and a \$500 scholarship to continue his education in philosophy and music at the University of South Carolina...

Lynn Spradley, a December 1974 graduate in political science, has been accepted to seven law schools as of press-time, according to Assistant Dean Linda J. DeLaurentis. Spradley has been working as a professional recruiter to minorities in Bridgeport...

Magna Cum Laude 1975 graduate in mathematics, biology and chemistry, William J. Pjura, has been awarded a second Fulbright-Hays Fellowship, but has turned it down to study biophysics at Harvard University. Pjura is presently doing re-

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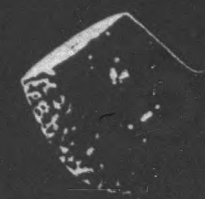
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Goodbye, Sayonara, bon voyage, etc:

By Jack Kramer

It has been the custom, at least the custom of the last two managing editors, that in the last issue of their tenure, the editor writes his farewell article.

Well, I'm not vain enough to believe that you people out there really care about reading a farewell piece from yours truly, but just for the hell of it, I'm going to write it anyway. As a colleague of mine, and a former managing editor of this newspaper often states: Fuck 'em if they can't take a joke.

Let's see, I'll start off with the usual bullshit about how I can't believe my four years have gone so fast. It only seems like yesterday I entered North Hall, a scared freshman to begin my four-year tenure here. (In reality, it seems like 20 years ago I first came to this place.)

What will I remember about this place? Ah, I'm glad you asked. Well, I won't remember my education that's for sure. My history here as a student borders on the ridiculous. I admit I'm probably the worst student this school has ever seen, but then again I'm proud of it. The only people I feel sorry for are my teachers who had to put up with me. I don't know how they did it.

The place, Bridgeport, believe it or not, I like it. The campus is decent and I really enjoy walking around it during the day.

Some of the buildings are really nice too: the library, Schine Hall, the Arts and Humanities Center.

Being a sports nut, one of the things I'll remember most about this place is the athletic events

I've attended and the few I've participated in.

The football games in Kennedy Stadium on Saturdays were always an excuse for a good drunk and a good time. But nothing, and I mean nothing, can surpass the excitement caused by the basketball team this March.

For two nights in Fairfield Gymnasium, this school, yes the University of Bridgeport, was the proudest school in the nation.

I remember before the Assumption game, when the Bridgeport fans were confronted by the combined forces of the Assumption and Bentley rooting sections in the latter's attempt to outcheer the Purple Knights' fans. Well, to put it mildly, we blew the doors off of their cheerleaders and we won the damn tournament, too.

I remember Phil Nastu lying on the ground suffering from leg cramps, not more than 10 feet from where I was sitting, after playing the most inspired, incredible basketball game I had ever seen. I remember thinking that if it was possible, every single person jammed into that Fairfield Gymnasium would have jumped at the chance to walk up and hug Phil Nastu. If I have to pick a high point of my four-year existence here, it would have to be that night. The incredible high I felt after we won the tournament will always stay with me.

Another high point I have to mention is Maloney's. Last year, my junior year, was simply the greatest time of my life. Every damn night, it didn't matter if it was Monday or

Wednesday or Friday or Sunday, we were in that place. And what was funny about Maloney's is that you just didn't drink there, you got polluted, you crawled out of the place, you didn't walk—it was great.

I remember some causes The Scribe and Student Council fought for this year. One thing that will always stick with me is what happened to Bill Sherman.

I remember when I first met him last semester. After talking to him for an hour about his unfortunate situation, I came away thinking this teacher was a helluva guy.

I wrote an article about his plight here. It caused a little flak, and for a while it looked like he was going to be able to stay here next year. But then things died down, and just the other day I was talking to him on the phone, and when it came time to hang up, I realized that this was it, I was saying goodbye to a man, a teacher, the best damn teacher in one of the largest departments in the school, a man that wouldn't be returning here next year.

It makes me sick to think a man with the capabilities and the wit of Bill Sherman is being let go by this institution, when people with half his ability sit around and play with themselves and their teaching certificates.

The same can be said for Isiah Robinson. One full-time black teacher here next year, I keep thinking about that. I keep thinking what a joke that is. To have a school in a community which is more black than white, that has a large black population and to only have one black instructor. It's so ridiculous it defies analyzing.

Well, enough of that heavy stuff, I have a few things I want to say.

You know I'm often told the only people that read your commentaries in The Scribe are your friends, so if that's true, I can get away with what I'm about to do.

For Burt, Viv, Judy, Joel, Debbie, Dan, Linda (even though you graduated in December), all the nuts on The Scribe and anyone else I've come in contact with, thanks for everything.

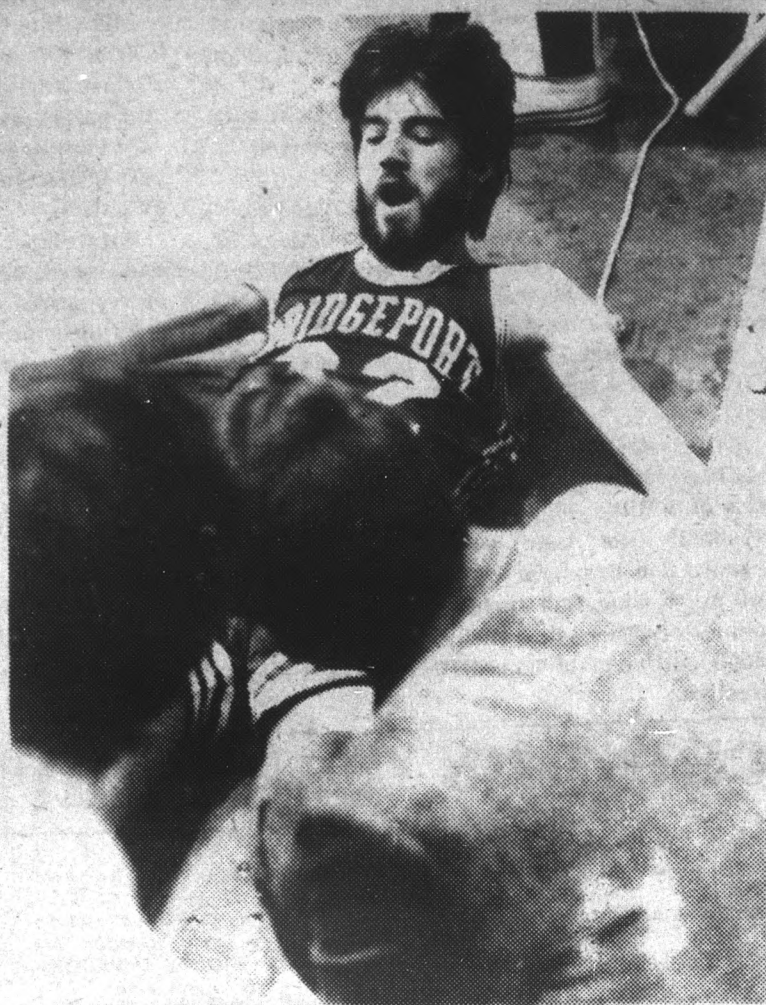
To you Burt and Viv, congratulations, now the whole world knows, and if you ever need any help Burt...

To you Judy, you're just about my last link to UB, and I hope they wonder forever what's going on between you and me.

To you Joel, I only have one thing to say... Terlitz.

Schmidt!! Happy Birthday. And Danny, I've gotta feeling that you and me won't be invited to any Waldemere get-togethers once we graduate.

Kud, the setback games have



Phil Nastu, suffering from leg cramps after scoring 28 points against Assumption in the tournament championship game in March. The weekend in Fairfield Gymnasium spent by the Purple Knights and their fans was easily the highlight of the year.

been like... college. Lisa, the chicken soup really helped. I would have been dead without it.

Well, I'd really like to end it here, but you see I have to keep writing or the end of the page will be all blank white space.

I've gotta Polish joke for you. You're going to love it. Okay, here we go. There was a Polish driver in the Indianapolis 500 who made eight pit stops. Four for gas and four for directions. I gotta million of them. Up your hole with a mellow roll.

But seriously folks, as I think about it, the one part I am going to miss, the one part that isn't joke, is the people.

You know a friend of mine who graduated from here once

said to me: "You know, Jack, the friends you make at Bridgeport, are the ones you always remember, even when you've left the school."

And it's funny, because even when I've been home on long summer vacations, I always find my mind occupied by the people I know at Bridgeport.

As I leave this school, a week hence, I realize that's the part that's going to really hurt. The people—the people are what makes the University of Bridgeport really unique. So to all the people I can only say—later...

(Jack Kramer is the retiring managing editor of The Scribe. Big shit.)

...A&S Notes

continued from page 3

search under the fellowship at Ulm University in Germany. The Harvard award includes full tuition, medical insurance, and a \$3,000 living stipend...

DeLaurentis would like to remind students that now is the time to pick up permission to study at another University forms at her office, Dana 124.

Any senior or graduate student who is qualified is eligible to apply for a Fulbright-Hays fellowship or any other grant available to students who would like to study abroad. Application deadline is Oct. 15, 1976, but students interested in applying should let DeLaurentis know as soon as possible.

William Wall, a graduate biology student, has won a \$3,000 fellowship to study vertebrate paleontology at UMass at Amherst...

Carey Scortichini, a junior chemistry major, won an excellence in research award at a recent Steven's Institute of Technology Symposium...

Dr. John D. Podgwaite will be guest lecturer at the 1976 Senior Seminar Symposium, "Toxins in Biological Systems," at 5 p.m., Saturday in Room 100 of the College of Nursing.

Ann DeMatteo

the scribe

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Special Session

education in the greater Bridgeport area



inside:

School violence and vandalism hits the fan

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Drugs invade area schools

See Page 6

Johnny can't read because Johnny watches TV

See Page 9

74/12

A Tale Of Two School Boards

By TOM COMISKEY

The 15-minute drive from Bridgeport to Westport marks the difference between a blue-collar manufacturing city pock marked with factories and ghettos, and a rural town laced with quaint shops and surrounded by sprawling, tree-shrouded homes of top executives, writers and performers.

For Cecelia Rosenberg of Bridgeport and Herbert Lobsenz of Westport, such contrasts apply equally regarding their philosophies, problems and goals as new Board of Education members.

Rosenberg joined the Bridgeport board's Democratic majority following elections in November. A graduate of Bridgeport public schools, she is currently a lawyer in Bridgeport and has had 10 years of experience as a social worker in New York ghettos.

This combination, she says, makes her aware of the problems of the more than 65 percent minority population in Bridgeport schools. She says she is legally conscious of governmental reg-

ulations of a school system with which her lay colleagues on the board may be unfamiliar.

Rosenberg says her most important qualifications is her commitment to the Bridgeport schools, where she felt that she received "a great education. I hear a lot of things about the schools: that they are not this and not that. But I see the product and the product is good," she said.

She felt that with more help from the city, the product could be even better. That is why she voted, along with six other members, to continue a controversial \$7 million lawsuit against the city.

The suit claimed the present budget allocation is inadequate and will force premature school closings. The city and the board settled recently an out-of-court compromise with the board dropping the suit upon the city's promise to keep the schools open.

Lobsenz had a great deal of experience with school systems when he

joined the Westport Board of Education in November. He is president of Market Data Retrieval, a Westport company involved in research on education, and according to him, "probably one of the leading sources of educational statistics."

He believes his experience in management will be helpful to the Westport school system. "I deal with budgets more than I would like to," he said.

In his short span on the Board, Lobsenz has become the center of controversy among board members, the administration, and the parents as the impetus behind the Board's \$344,000 reduction of the school administration's recommended 1976-77 budget. Lobsenz believes the board must include "fiscal responsibility" among its duties, one which previous boards have ignored by making "token cuts" on the school staff's budget figure.

Depending on whom you ask, "fiscal responsibility" may or may not be considered a duty of the board. There

are, however, certain duties the state mandates a board of education to discharge. They are setting policy, deciding curriculum content, choosing personnel to administer policy and overall efficiency supervision. Rosenberg and Lobsenz concur on these duties.

However, these duties are carried out by board members, each with their own views on what the purpose of education should be. Different educational philosophies can lead to different policies for school systems.

Rosenberg believes the community asks the schools to do many things for it and the school should undertake whatever it can with the staff and facilities available.

"The three 'R's' have not been the main part of education for a long time," she said. "My philosophy of schools is that it is a uniquely American method of homogenizing the next generation for the best possible reasons. Schools try to

cont. on pg. 13

Frightened Students Learn To Be Tough

By MAUREEN BOYLE

Cathy is afraid to go to school. She is afraid to go into the school bathroom. She is afraid of being beaten and robbed.

Cathy, not her real name, is a student at Bassick High School. "They should have policemen up here," she said.

Bassick is one of many schools in Fairfield County with security aides patrolling the halls to maintain order. Each of the three high schools in Bridgeport, and schools in Norwalk, Trumbull and Monroe now have guards monitoring the corridors.

At Norwalk, where there have been problems for the last five years, the recent hiring of five hall monitors has resulted in less vandalism and fights. At Bassick there is now talk of hiring constables with arresting power to patrol the school.

Several students have been robbed, an assistant principal has been struck by a student, security guards have had bottles thrown at them, school windows have been broken, teachers have been threatened and several fights have erupted.

"They're not going to do anything until someone gets hurt, someone gets killed. And that's not too far off. I've had bottles thrown at me. Strikes in the right place and you're dead. I don't care how much karate you might know," said

Chuck Markey, one of two security aides at Bassick.

One student had been hit with a bat and another was beaten so badly that her teeth penetrated her bottom lip, he said.

"Kids and teachers are so frightened, so uptight. They're scared. Their cars are probably vandalized. And these little brats will do anything. I mean that. They have me feeling like a little old lady," Markey said.

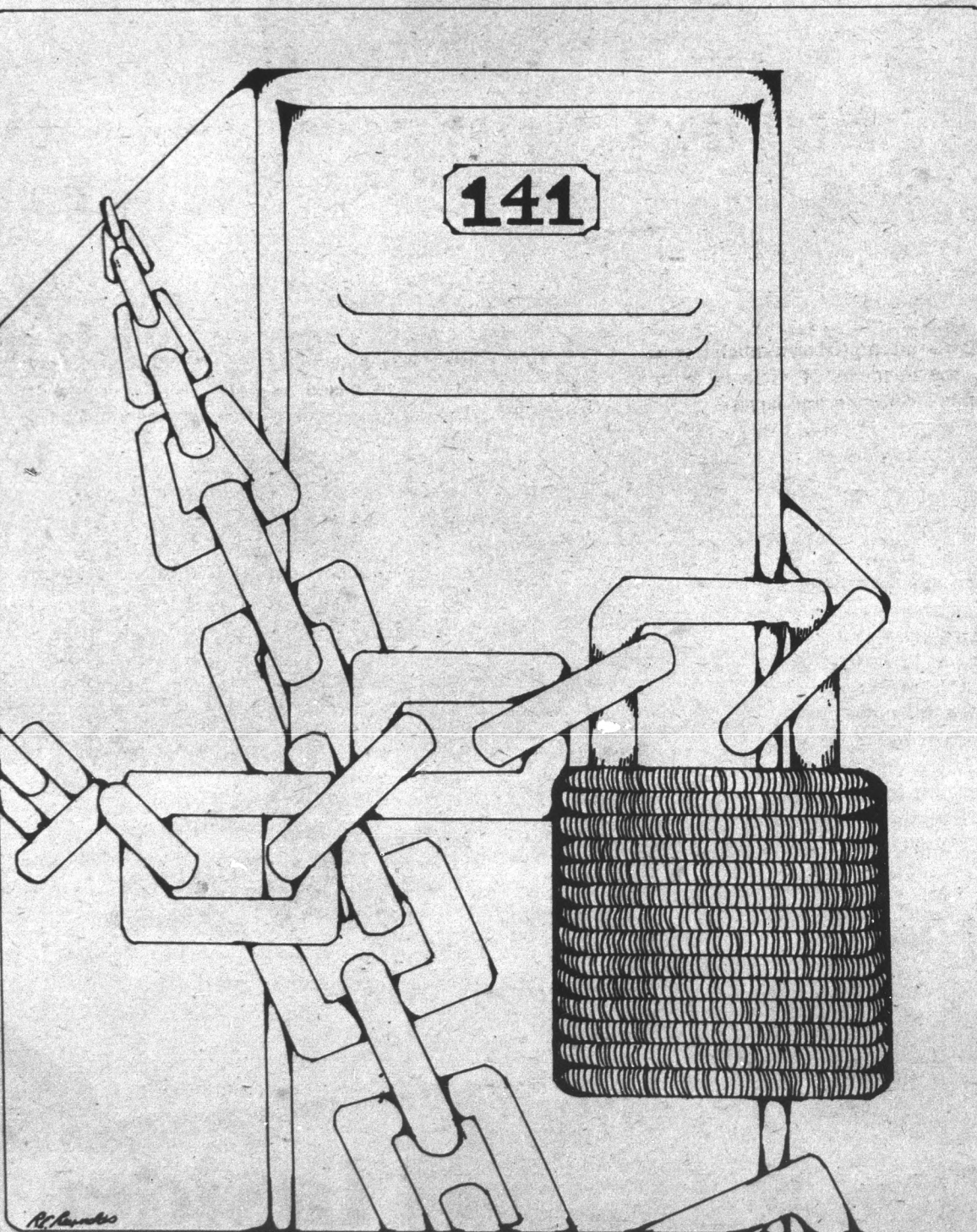
"I know some kids come to school with pistols. They have gangs waiting outside in a car so if there's any trouble, they can get out quick," Markey said. "Some of these kids have committed crimes and they're treated as little school kids here," he said.

"You learn to be tough here," one student said. "If you're afraid of everything, you'll never survive."

"We try to keep it down to a minimum. But the discipline structure is very lax," Markey said. You bring the kids to the administrator. The administrator suspends them and they're right back in school the next day.

Stanley Turski and Barbara Buxton, assistant principals at Bassick, agree that most of the problems stem from repeated offenders, students who are constantly being sent to the office and suspended.

"It's a revolving door," said Turski. "A student is suspended, readmitted, suspended and readmitted



again. People hold us responsible. Our authority is limited," Turski said.

"You have to keep after the kids until either they adjust or they get tired of being suspended and quit. 'If you are strong enough, if you can fight long enough, you've got to win. It's who can hold out the longest.' Many of the parents don't

care if their children are suspended, several of the administrators said.

"I've seen parents come in for a conference, take a drink outside and then come in to talk to the administrator," Markey said.

"You need the parent's support," said Myrtle Humphrey, assistant principal at Central High

School in Bridgeport.

Robert Samuelson, assistant housemaster at Roger Ludlowe High School in Fairfield, said it is very difficult in some cases to gain parental support. "If the parent can't even remember the last time the youngster slept home, you can run into problems."

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BATTLE OVER BUSING—Demonstrators use an American flag in an attack on Theodore Landsmark, Boston Contractors Association director, during an anti-busing protest in Boston last month. Fortunately for Fairfield County,

violence over the busing of students for integration has not been seen in this area.

Photo by Stanley J. Foreman, Copyright 1976.
The Boston Herald-American

Busing And Violence Don't Mix Here

By DOTTI SIMONS

Violence connected with integration busing has not been seen in Fairfield County, since busing for integrational purposes has been minimal.

In Boston and Louisville, where busing was attempted on a much larger scale, the incidents of violence have been more common and severe.

The Supreme Court in 1971 decided it was unconstitutional to bus students to maintain segregated schools but also said busing does not have to be implemented to force integration.

The Bridgeport school system is involved in a small scale inter-community busing program. Project Concern was started in 1970, and buses children from Bridgeport to schools in Westport and Wilton.

Designed to share educational experiences between inter-city children and suburban children, the program also strives to broaden the scope of both groups socially and emotionally.

One of the objectives is to help city children in the program to improve

their academic achievement. According to Charlene Carter of the Bridgeport Department of Education's Development Office, "All the Bridgeport children in the program are minority, mostly black and Puerto Rican."

In 1969, a study was done by the University of Connecticut based on data from 1966. The study surveyed five major Connecticut cities: Hartford, Bridgeport, Newtown, Stamford and Waterbury.

Overall, black students were found to be the lowest achievers, but the achievement level was more pronounced in segregated schools, those with 51 per cent or more black students.

This was found to be true regardless of social class or educational background. The study concluded that black youths have limited opportunities for success in the "expert" or technical society.

When the program was to begin in 1970, Westport, Wilton, Fairfield and Trumbull were asked to take part.

Westport and Wilton schools accepted it but there was community opposition to the program at the time.

Jack Wentzel, principal of the Kings Highway Elementary School, said there was some opposition but "the program has fewer problems today than a few years ago. The program is established now."

Wentzel said the children in the program are like other children. "They're kids. Some get along, some don't."

The children are entered into normal classroom settings. Most recruitment is in the lower grades and the goal is to try to keep the child in the same school location if possible.

Carter said the staff tries to group a few of the children together to add some security, especially for the younger children.

"The first criteria for selection is the child must be a Bridgeport resident," Carter explained. "The children are taken from Bridgeport schools which are classed 'Disadvantaged,' not our

priority schools."

The children are screened by Bridgeport, Westport and Wilton staffs. The children are recommended by Bridgeport if they have been identified as potential beneficiaries of the program. The parents then must agree to allow the child to enter the program.

Funds are received from the State and Federal governments. Bridgeport must provide transportation and one teacher and one aide for every 25 students. There are currently 168 children in the program.

Citizens in Fairfield and Trumbull did not want to take part in the program and still have no plans in the near future to join it.

Dr. George Charlesworth, direction of guidance, research and statistics in Stratford, said the question arose a few years ago to join the program, but the town turned it down.

"This is a conservative town. The people don't want to change," Charlesworth said. "I think it's a good thing (the program) but I doubt if they (Stratford residents) would take the move to be involved."

Most of the communities in Fairfield County do not bus for integration purposes, but Norwalk has had intra-community racial busing since 1961.

Special Session

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Sandy Stuart

7414

Master Plan Lacks Luster Without Cash For Vo-Tech

By
STEPHEN YARMALOVICZ

Equal opportunity for an education is thought to be a reality to some people in the United States, but one would probably have a difficult time explaining that to the 600 students shut out of Bullard Havens Vocational Technical School in Bridgeport last year.

The situation at Bullard Havens is not unusual for vocational schools in Connecticut. Student demand for this program is double the number of student stations available.

The number of applicants at Bullard Havens, for example, averages 900 a year, with only 300 admitted. This situation has made admission procedures more like college than high school.

A state Master Plan background report, published in October 1975, entitled "People, the Economy & Education for the World of Work," admitted this.

"Unlike local public high schools, but similar to colleges, the state school may reject one student if another, more qualified student has applied," the report read.

Surely the demand for vocational schools is there. The big question is what is the state of Connecticut doing about it? The answers seem to differ among the parties involved.

Officially, the State Board of Education released their Master Plan recommendations to the state legislature in March, stating long term policies regarding career and vocational education.

The recommendations need approval by the state legislature if they are to be put into effect, but some of these recommendations will be costly. The state has been increasingly reluctant to pass money out during the past year.

Because of this reluctance, Reinhardt W. Buchli, director of Bullard Havens, feels nothing of consequence has evolved from the Master Plan. "Evaluation is no good if all kinds of recommendations are made and there is no money to back it up," he said.

According to Buchli, the Master Plan report cost \$150,000 to produce and he considers it not at all enlightening. "It forced us to make a study of ourselves, but we didn't need a

high priced committee to do that," said Buchli.

Buchli and many of his colleagues in the state technical school system, were also critical of some of the recommendations made by the committee.

They were most critical of the rejection by the Master Plan report of a recommendation for a State Board of Vocational Education, a separate entity from the State Board of Education, under whose authority the Vo-Tech schools are.

Vocational officials have long felt the State Board of Education has been unable to understand their unique system.

"They (the board) have the responsibility for the governing of the schools of 169 towns and 16 vocational schools. They very well understand the problems of the 169 towns, but not of the 16 vocational schools," Buchli said.

"The Harvard graduate is not in a position to make a judgment on vocational schools. He is too academically orientated," said Buchli.

Others agree with Dorothy Kane McCaffery, executive assistant to the Connecticut Commissioner of Labor. She says that the Board is more interested "in maintaining the status quo, and would never support the establishment of another Board that would strip them of their control of the vocational schools."

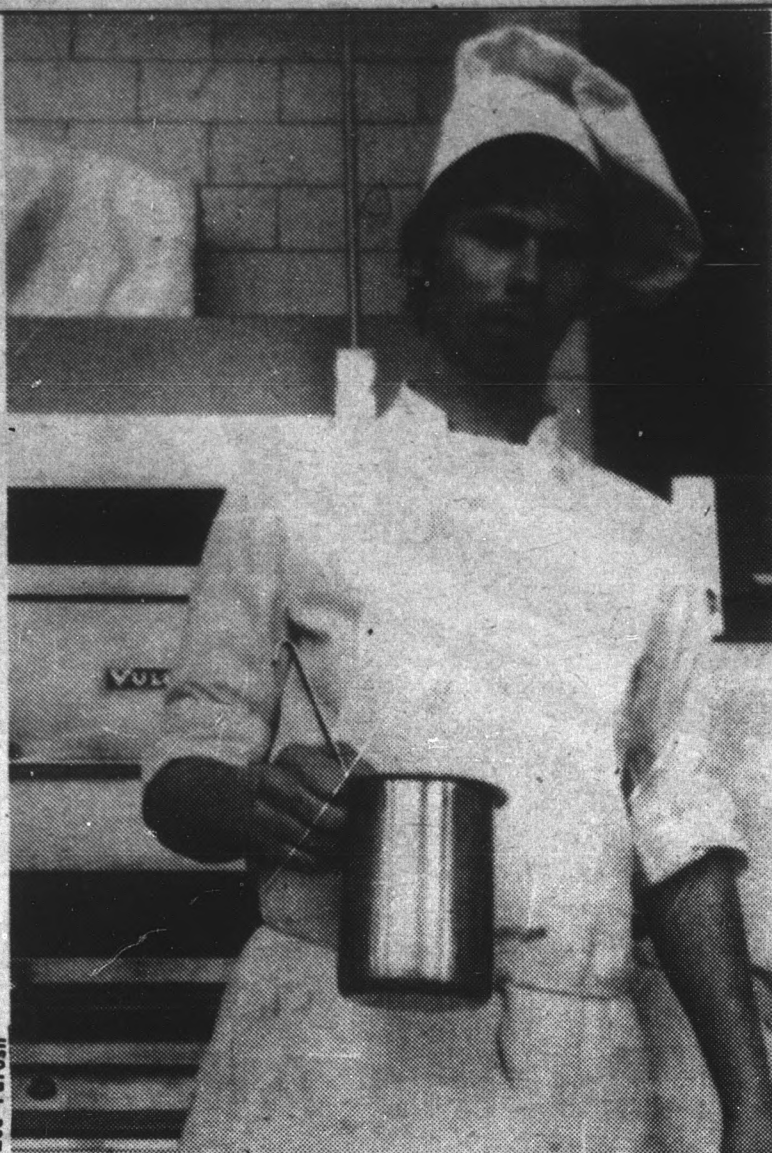
"The legislature would have been wiser to put a more objective group in charge of the study," said McCaffery.

Members of the State Board of Education deny these allegations. They claim that with the move toward centralization of education in Connecticut, creation of another Board would be senseless.

George L. West, a State Board member from Bridgeport, added that it would cost the state \$400,000 to set up and run yet another bureaucracy.

June K. Goodman, a State Board of Education member from Danbury, says what the vocational schools "want is their own lobby."

Goodman and West admitted the state had been negligent of the vocational



COOKING UP A STORM—A student at Bullard Havens Technical School in Bridgeport is learning the ins and outs of the cooking trade.

schools in the past. "The State Board has neglected the V-T schools historically, but we've been very involved in the past two years and that isn't true anymore," said Goodman.

The two main criticisms directed at Vo-Tech schools concern the high attrition rate and discriminatory practices at the schools.

Minorities make up eight per cent of the students and two schools, A.I. Prince in Hartford and Bullard Havens, accounted for 50 percent of this total.

Females are also inadequately represented in the schools. While accounting for over 50 percent of all the students enrolled in Connecticut, females number only 15 percent of the vocational technical school enrollment.

The Master Plan recommended steps to solve this problem of "eliminating discriminatory conditions and practices which exist."

These steps would increase the percentage of minority students by standardization of the currently varied admission tests and selection of students for other qualities not necessarily involving a written test.

The State Board believes these new admission policies would also decrease the high attrition rate at the Vo-Tech schools

which is 11 percent higher than regular secondary schools, attrition being the percentage of students that graduate with their original freshman class.

Although attrition rates and discriminatory actions are serious problems within the Vo-Tech system, the fundamental problem concerning vocational schools is lack of student space.

Many educators feel because of these admission policies, the student that is rejected is left with no place to go.

Most of these students do not want to go to college. Many then find themselves in high school, spending four unfulfilling years and not getting trained in any marketable skill.

One alternative to further utilize the vocational facilities that has met heavy opposition from the Vo-Tech Directors, was a plan to convert the Vo-Tech schools in Regional Occupational Skill Centers for vocational training only.

This proposed plan meant that a student would spend his first two years at a regular high school and the last two years at a Vo-Tech school. The main objection of vocational directors to this plan involved the claim that the student would lose all sense of identification with their high school if this

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A BUSY SCHOOL DAY—Students find little time to relax during day's classes at Bullard Havens Technical School in Bridgeport.

Students Get More Freedom

By SANDY STUART

The sound of loud rock music fills the brightly-colored room. In one corner, a girl is lying on the couch reading a book, while on the other side of the room, a boy expertly flips the dough for a pizza crust. Another girl waters the plants on the windowsill. Others stand in small groups talking and smoking cigarettes.

Is this a party? No, it's high school.

It is no ordinary high school, however. It is one of a relatively new breed called alternative schools. Located at the Teachers' Center at Fairfield University, the Fairfield Alternative High School meets four mornings a week and offers a more flexible and individualized program than regular high school. It was developed for those students who, for one reason or another, did not respond to the regular high school curriculum. It is different.

A teacher walks into the room and turns down the music. The students slowly drift to their seats and attendance is taken. Two students are absent that day, which is a serious offense. A student is immediately dispatched to call them and find out why they are not in school.

The teacher, Lynn Sprague, explains, "We have two very important rules in this school. One is that they must attend all classes and the other is no drugs."

Most of the students in the alternative school were habitual class cutters when they went to regular high school, Sprague said. Because of attendance problems, many were close to flunking out.

The students agree.

"When I went to Ludlowe, I used to cut most of my classes. It was unusual if I made it to two a day," said one boy.

Another student added, "If it hadn't been for the alternative program, I probably would have dropped out and gotten a job."

The students in the alternative program are of average or above average intelligence, but lack the motivation and interest to

continue in the traditional high school curriculum. The reason for the lack of interest seems to be that regular high schools are college oriented, while some of the students are not.

Only a small percentage of the students in the Fairfield Alternative School showed any interest in going to college, although some mentioned the possibility of a vocational or technical school. Most were undecided about future plans.

"I just want to get my diploma and get the hell out of here," said one boy.

Started last January, the school's interdisciplinary program has the main theme of "concepts of community." The curriculum focuses on the individual's role in community and ecologically-related activities. Much emphasis is placed on nature hikes, visits to museums and camping experience. The students also show a great amount of interest in activities like cooking, gardening, photography and crafts.

"Most high schools prepare a student for more school," said teacher Dorrie Heninger, "but we prepare them for the real world."

Similar to the Fairfield program is the Trumbull Alternative School (TAS), located in the condemned Edison School. Started in 1972, it was originally a program for junkies and kids with drug problems. According to teacher Dan Gates, real learning was impossible at that point, because the students were too drugged up to show any interest.

Like the Fairfield program, TAS is mainly for students who had attendance problems in high school. Most kids cut their classes because they simply weren't interested in the curriculum that was taught, because it didn't meet their needs, said many of the students. Many said that they would have dropped out had it not been for the alternative school.

"We get more out of this school than from regular high school," said one boy. "It's different, you get involved in more things."



Sandy Stuart

TAKING A BREAK—Students at Fairfield Alternative School take a coffee and smoke break during a class session.

"It's also easier when you're doing the things that you want to do," added another student.

Other students in TAS just didn't like the general atmosphere at Trumbull High School. Calling it "the Trumbull Social Club," one girl complained that it was "just one, big popularity contest."

There is no popularity contest at TAS. The small group of 19 students are unpretentious and friendly toward each other. They all show a genuine desire to get their high school diplomas, and some plan on going to vocational school or college. Like Fairfield, attendance is mandatory.

"There's no bullshit, no games between us," said Gates. "They've got to show up, and they know it."

According to Gates, the main goal of the program is to establish self-confidence and a value system in the students. Many of these students did poorly in regular school because of their reluctance to speak up and voice their opinions, he said.

Group meetings are held several times daily so that students and teachers can get together and work out any problems or complaints that the students might have.

Certain critics of alternative programs claim that they are just a glorified baby-sitting service, a way to keep the kids off the streets.

When asked if there is any truth to this claim, both teachers and students disagree.

"If you asked me three

years ago, I'd have said that we were baby-sitters," said Gates, "but definitely not now. The kids require discipline, but that is not the same thing as baby-sitting."

"They (the teachers) treat us like adults here," said one TAS student, "which is more than I can say for Trumbull High. They talk down to you there."

Another added that "we meet each other halfway, so we get treated fairly."

An alternative school on a totally different level is the Bridgeport program, Park City Alternatives. Located in Bates Hall at the University of Bridgeport, it accepts only juniors and seniors, unlike the other schools which accept all high school grades.

In addition to the classes

in Bates Hall by the PCA teaching staff, students may take classes at University of Bridgeport, Sacred Heart University or Housatonic Community College. Credits may be applied toward a college degree if the student decides to continue his education at the same school.

Another unique feature of the PCA program is its emphasis on individualized curriculum. If a student wants to take a course in a subject that is not offered, the school will try to set one up for him.

For example, one student thought that she might want to go to college to study nursing. PCA, in cooperation with the UB College of Nursing and a local hospital, set up a

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Elliot Huron

A PEACEFUL MOMENT—Here a student escapes the crowded study-rooms, and noisy libraries, to find a quiet setting in a hallway during class time.

7416

"High" Schools Plague Trumbull

BY ROSLYN RUDOLPH

Every day after his second class, Joe goes to the smoking lounge outside of Trumbull High School. He takes a joint out of his pocket, lights it and inhales. When he is done, he picks up his books and walks back into the school.

Joe's desire to get high on a little grass during school hours is one that is shared by many students at Trumbull schools.

According to a spokesperson from the Trumbull Counseling Center, there is drug use in the two Trumbull junior high schools and the senior high, although the problem is worse in the latter.

Marijuana and alcohol are mostly used, the spokesperson said. Also amphetamines, barbituates, and "Whatever chemical is on the market" are also used. The situation seems to come to a crest whenever there is more money or a particular drug available.

Alice, not her real name, a senior at Trumbull High School, sees the problem daily.

"There's a lot of kids who just hang around the school just for the drugs—that's about the only reason that they come there," she said. "They either skip class or all their free periods are spent in the smoking lounge."

There is no teacher supervision in the smoking lounge, which makes it a convenient place to use drugs or buy and sell drugs, according to some students.

"The people who sell it will give to kids who they know can sell it to kids there (at school), or they'll come up and sell it once in a while," Alice said.

"We really have no kind of police, say, like Central High School in Bridgeport, because Trumbull is considered such a lily-white suburb," she continued. "We only have one policeman who just rides around and tries to make sure no one runs away from school."

In the past few years, particularly at the high school, it was reported students have been overdosing on drugs.

Dr. C. Duncan Yetman, headmaster at Trumbull High, refused to comment on the scope of the drug situation in the school. He

said information on the topic was confidential and that he would neither confirm nor deny reports that drugs were used there.

This year, 10 students on drugs were either sent home or to a hospital, and referred to the police. Six of these pupils were from the high school and four from the junior highs, which include the ninth grade.

According to Shirley Bluemen, director of pupil services for the Trumbull schools, each incident this year has been a reaction to environmental or home pressures.

One student became depressed because his

father was dying of cancer and took pills from the medicine cabinet. A student on the track team had just broken up with his girlfriend and wanted to "get back at the world," although he had never tried drugs before.

A junior high school girl said she felt like killing herself and a friend offered to bring her something she said her mother took when she became depressed.

Hillcrest, one of two junior high schools in Trumbull, has only had to deal with students using alcohol and some pills, what principal Richard A. DiDonato calls "medicine

cabinet drugs." One student, though, was sent home for possessing marijuana.

Only four or five students have had to be sent home because of drugs, a figure DiDonato said is low compared to other years. He doesn't feel this means less students are using drugs, merely that they are handling it or hiding it better.

According to a Connecticut statute, if a student informs a school employee about drug use, that employee is not obligated to disclose this to school officials. But an employee, such as a teacher, must

report any overt drug activities to the principal. From there, the parents are notified, and are visited at home. In every case, there is a suspension from school, though it usually is not for more than two or three days.

DiDonato said it is easier to use pills than smoke marijuana in the junior high because, unlike in the senior high, cigarette smoking is prohibited.

Also, unlike Trumbull High School, Hillcrest only offers a few minutes passing in between classes and no free periods when students can do as they wish—they must always be in either a study hall or a class.

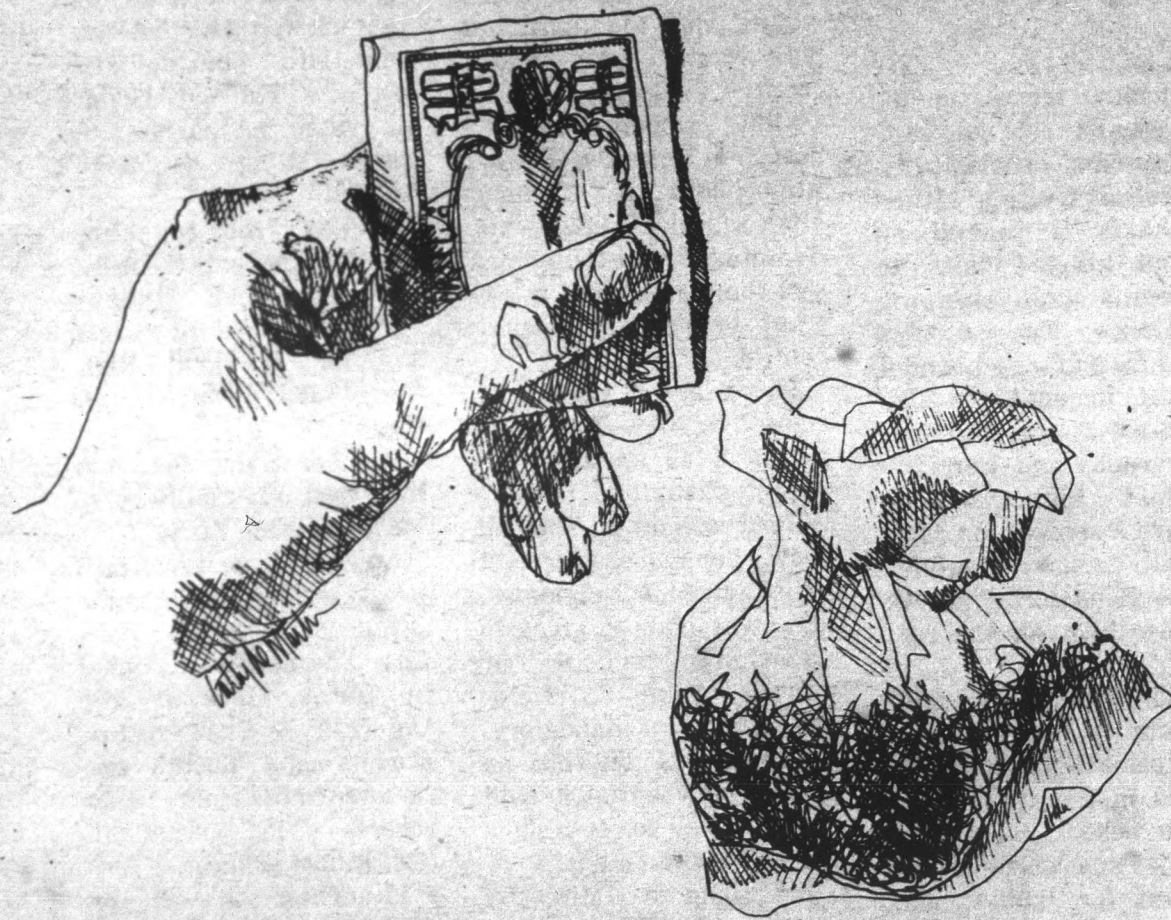
good to do anything in that amount of time," DiDonato said.

The situation seems to be a little different in the high school, where, Alice said, "It's easy to come to class stoned on grass and the teacher wouldn't know any better. Of course, if you're falling all over the place they're going to report you. But usually we have 30-35 kids in the class, and it's very easy to just glide right through school without anybody noticing you."

Alice said teachers don't like to get involved in the red tape required to report a student, or face parents who get annoyed at having their children accused of drug use.

One Trumbull High School teacher, who wished to remain anonymous, admitted he would turn over to school administrators any student he saw using drugs. This year he

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Schools First To Drop Delinquents

By ANN DeMATTEO

The truant child sat in the Bridgeport Office of Guidance, quiet and withdrawn, bitter, defensive and insecure. This child, like many others, feels persecuted by society because he is considered delinquent or truant.

Frankie Few is one of them—an adolescent who has been rejected by society and who has been asked to leave school because he was truant for about a month.

Juvenile delinquency and dropout rates are prevalent problems in local communities. Some people blame the cause of delinquency on neglect on the part of the schools.

"The schools don't care. They're happy to get rid of them," said Sgt. Marshall Kochiss of the Milford Police Youth Bureau. "Certain kids who are paid no attention because they are problem kids, may not have been that way if something was done for the child at an earlier age."

Kochiss said Milford's delinquency problems are similar to most municipalities. Nine hundred cases of juvenile crime have been referred to the police depart-

ment by Milford citizens from April 1975 to March 1976.

Kochiss cites emotional and psychological disturbances, broken homes, peer group pressure, child abuse and drugs as some of the many reasons why a child may become involved with the law. A new system in Milford attempts to take youths out of the judicial crime system and has them work with the City's Youth Services Coordinator, Sarah Fabish, at least once a week.

Kochiss feels laws should change to help juveniles. Programs should be set up to put emphasis on technical or special schools, to help the child who doesn't fit in with the rest, he said.

The Youth Services Director of Fairfield, Harry Mann, said crimes referred to the service are crimes committed against other persons or properties by a person under 16. Self-destructive behavior, like running away and truancy are status, not criminal offenses and should be treated as such, Mann said.

Before the service opened six months ago, Fairfield had only a counseling center which dealt with the

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Budget Disputes Fragment School Scene

By JACK KRAMER

"I see what's happening there and it scares the hell out of me. We could be in the same boat."

These are the words of a frustrated parent in Woodmont referring to the school budget problems

currently plaguing the city of Bridgeport.

"It's getting to the point," another parent says, "where in a few years, I honestly believe that education will be a commodity to be bought and sold, like liquor or cigarettes."

Some of the parents interviewed predict that in a few years there will be no such thing as public education, town high schools or state colleges. They maintain that the taxpayers of small cities and towns just can't afford to carry the burden

of funding public education any longer.

"It's a problem that has mushroomed into epidemic proportions the last few years. Education budgets now make up nearly 50 percent of every town's expendable funds."

The city of Milford, in preparing next year's fiscal budget, was aware of the problems in Bridgeport and recently gave the school board every cent the board said would be needed to fund the school system.

Milford is being asked to approve \$16 million as requested by the school board.

For almost a year, the Bridgeport school board and the Mayor's office have waged a battle over how much money the school system needs to operate for the rest of the year.

The school system was allocated \$23.6 million for the 1975-76 school year but the board said that unless \$2.7 million was added, the schools will have to close down early due to insufficient funding.

Mayor John Mandinici was only willing to give the school board \$2.2 million, but the board rejected the mayor's offer, holding out for the additional \$500,000.

School board president Michael Bisciglia admitted that the city's schools have grave problems but maintained that these problems exist throughout the country and not only in Bridgeport.

The inability for the two parties to negotiate in good

faith led to a court battle, with the school system winning over the Board of Apportionment and Taxation.

Superior Court Judge George Saden ordered the board to transfer \$1,030,000 from a contingency account to the Board of Education budget.

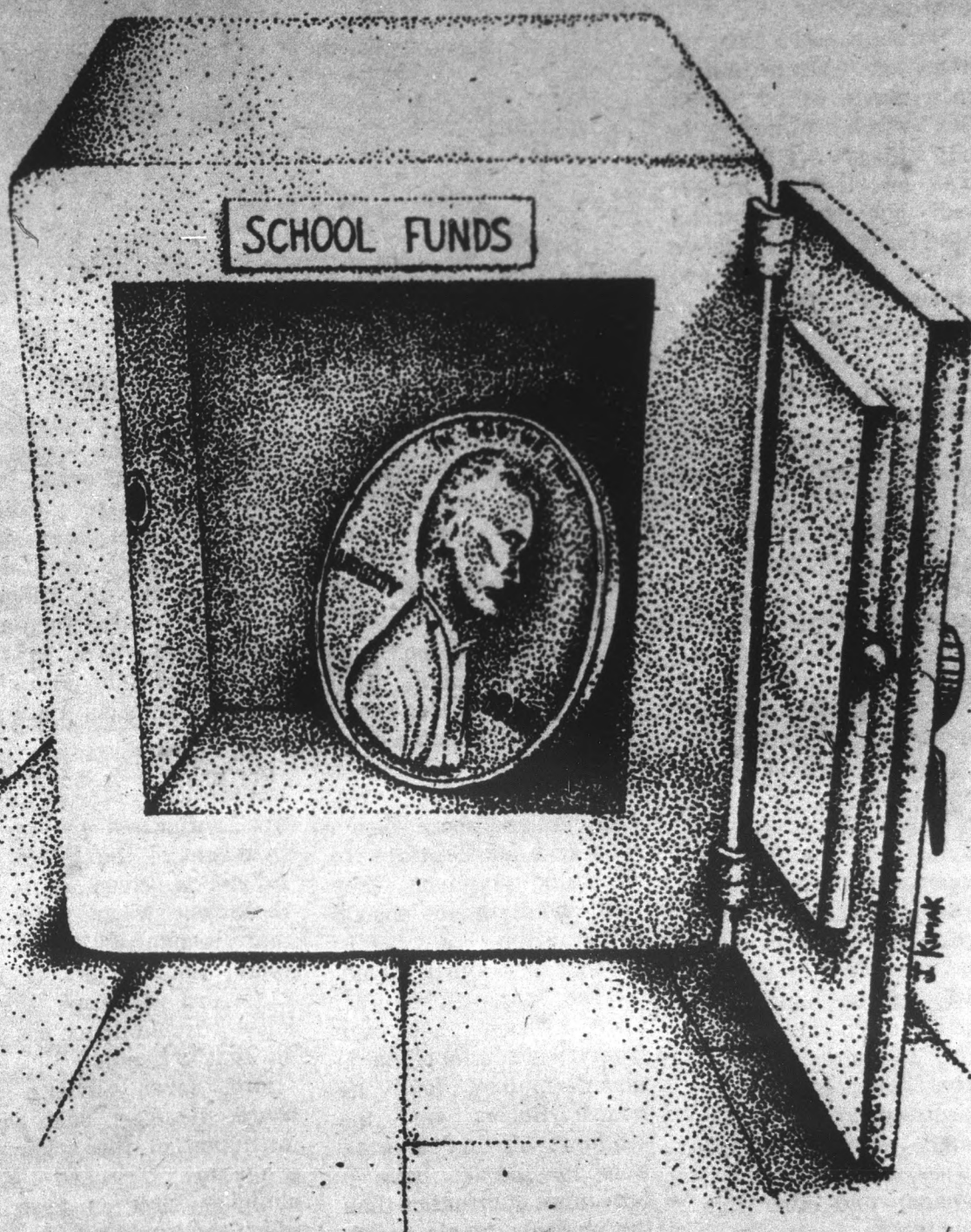
Members of the school board were predicting schools would have to close down for the year in early April if additional funds were not forthcoming.

That danger seems to have disappeared and a relative calm has returned to the school situation in Bridgeport.

Because of Bridgeport's situation, many parents of children in the school system have complained that the main purpose of education—to educate—has been forgotten in favor of the battle over money.

Bisciglia responds: "This school system has become a hobby for many individuals who enjoy seizing every opportunity to malign it, to cast a cloud of suspicion over it and by continued irresponsible statements and charges, to help totally destroy it in the eyes of the citizens of the community and most of all, in the minds and hearts of the young people who are members of this system."

A Bassick high school teacher, who did not wish to be identified, said Bridgeport teachers are upset about the inner hassles between the city and the school board.



Teacher Cuts Threaten Quality Education

BY DAN TEPPER

George McKenna, a Fairfield PTA president, leaned back against a small table and glanced over an audience of 50 parents. "Taking away our teachers is not the way to better our schools," he said.

McKenna, who represents parents and teachers of the Riverfield Elementary School, was discussing teacher cuts, an action many area school boards are taking to save money.

Fairfield's Board of Education requested a budget of 17 million dollars for next year but received only \$16,712,000. Edward Bourque, the acting superintendent of schools, said the result is that the money will have to be made up through cutbacks. The laying off of a teacher returns a lump amount to the budget, Bourque said.

The School Board decided not to lay off any teachers for next year but to use attrition as a means of decreasing the staff. Through attrition, retiring

teachers are not replaced. Bourque said this was not an attempt to eliminate teachers, just classroom positions.

Riverfield Elementary School will lose two classroom positions according to its principal, Dr. William Biscoe. The elimination he said, is based on a projection of 44 less students at Riverfield next year. The current enrollment is 435.

McKenna not only denounced the projection figures as being inaccurate but added that the elimination of classroom positions will cause overcrowding in the classrooms.

Walt Drozeck, president of the Fairfield Education Association, said they don't have the facilities to check out the projection figures but he does not feel it is that important. "If the Board can't get enough money, why argue what their projection figures are," he said. He added that it would be better to fight with the Board of Education to get more

money, than to fight them over conditions.

At this moment, the City of Bridgeport is negotiating with teachers on a new contract. Included in this contract is a reduction of staff clause which will protect teachers with seniority from being laid off.

Cliff Silvers, staff representative for the Connecticut Education Association said, that while no layoff notices have been sent out, they do expect some. "If layoffs do occur, we can only hope that the Board of Education will do it in an orderly way," he said. He explained that a wrong move by the Board could cause overcrowded classes which could hurt a student's chances for a proper education.

"I don't believe we can afford to fire even five more teachers but if the budget shows that teachers have to be cut, how can I object to it," said newly-elected Bridgeport PTA president, Joan Magnuson. She said she doubts

that the Board would recommend unnecessary cuts but if they do, the parents will protest.

School superintendent Walter Chop related through a spokesman that it is easier to cut teachers to refill the budget than to hunt around looking for other alternatives. He said books and basic supplies do go first but it takes a lot of books to equal the money saved by cutting a teacher.

Chop said faculty cuts are determined by seniority in each of the schools. The longer a teacher has taught, the less chance he or she has of being laid off.

In Bridgeport, the maximum size of a class ranges from 27 students in kindergarten and first grade to 28 in the other levels. While Chop admits that with teacher reductions, classes will grow, he doesn't feel it can be harmful. "It has not been proven that large classes

Stork Flies Coop In Sex Education Courses

By MARY PICINSKI

The stork has lost some of his territory in Stamford, but not without a fight. Sex Education was "sneaked in" about 10 years ago, as part of an elective course in the high schools.

Although an original plan to start sex education in kindergarten was dropped after almost three years of debate there is general agreement that the present course is the most elaborate one Stamford parents are ready to accept.

The course, originally titled "Family Living," and renamed "Human Behavior" about two years ago, is a coed course offered to juniors and seniors in all three of Stamford's high schools. Sex education is one of many sociological and physiological areas taught in the course. Drugs and alcohol, prison reform and other social issues, career guidance and family living are all touched upon. The course reflects current and controversial topics and its organization is determined by each of the four teachers, although they all follow a general curriculum.

The course was started in the mid 60's when Dr. Mary Calderone, national leader of the Sex Education Information Council of the United States (SEICUS) and her sex education program were big. At that time, the problem of teenage pregnancies was also big, as abortions were

illegal.

Dr. Calderone's programs are very explicit. "She pulls no punches," said Minnie Wilkov, a Human Behavior teacher at Stamford High School. Although Stamford wasn't ready for such an explicit program, the need for some type of program had become apparent as the Sex Education wave hit the country.

Stamford—which has a population of over 50,000, a very strong religious sect, and many lower middle class families with traditional attitudes about sex—experienced much opposition at the time.

There's no doubt that another tide of opposition would come in again if sex education was to be elaborated into a course of its own; especially if it were to be taught at earlier grades.

The degree of explicitness with which the course is handled in each school depends largely on individual teachers, their method of teaching, and how far they are willing to stick their necks out. Attitudes of the teachers fall mostly under a feeling that you have to work within the limits, which can be stretched but not too far.

Two gynecologists come in to explain "the real explicit stuff," one of the human behavior teachers explains. "I could do what they do, but I'd get fired."

Ken Barber, a teacher at

Stamford High School says, "I guess I've learned my limits of what Stamford's going to accept and not going to accept. I can give them a fairly good dose of sex education, but not what they need."

Barber raised a furor two years ago, when he brought in a movie called "About Sex" which is owned by the city's library. "I thought it was excellent," Barber said, but the department head for physical education (under which the course comes) was offended by it, the Board of Education wasn't pleased with it and it was thus banned from the schools.

"The kids are kind of outraged every year when I tell them I have a really good film but that they'll have to go down to the Ferguson Library to see it," Barber complained. Wilkov added that "It's so incongruous to have kids go to 'X'-rated movies and 'R' movies and then deny them accurate information on a human level."

William Cibere, who teaches the course at Rippowam High School, says he doesn't even allow certain text books out of the class because they contain "diagrams that some would consider disgusting."

The outcome of this, Barber feels, is that the students really don't learn enough about contraceptives, venereal disease, pregnancy and other fundamentals.



NO SKIN FLICKS—A wealth of video teaching aids are available to schools who teach sex education.

"Entering freshmen have a lot of misinformation regarding sex," Barber said. "A couple hundred girls get pregnant in Stamford (each year) because they don't know how to prevent it. This should be a public outcry!"

"Most of them don't know how the Pill works. They didn't know how long sperm cells would live in the body, they didn't know that much about birth control. They know nothing about when a woman's susceptible to becoming pregnant. They just didn't have enough information to really prevent it," Barber said.

"The majority, by far, have learned about sex from friends. A lot of that is misinformation, too," he added. Barber said the students in his Human Behavior classes have a little more information than the students in his health classes, "but not as much as they should know. And the thing is, where are they going to learn it from that point on? When they're 18 years old, I don't think there's a parent in the world that, if they've avoided it for 18 years, is going to sit down with an 18-year-old kid and tell them what they need to know. And I don't think the parents know either—all they should know."

Ruth Neale, director of the Southern Fairfield County Chapter of Planned Parenthood, expressed strong feelings of the need for more sex ed from kindergarten through high school. She feels there is absolute correlation between the lack of adequate sex education and the number of illegitimate

births in the town.

"The young people do not understand the whole reproductive process and therefore are taking chances that they just shouldn't be," she states, stressing also the dangers involved in a teen-age pregnancy, both to the mother and child, due to the limits of physical maturity at that age.

Conservative attitudes run rampant in the city and are reflected by most members of the Board of Education. Even some of those who would favor a more expansive program would not support it in Stamford because they know it would be too hot of an item to handle.

Mrs. Sarah Silveira, a board member, said the institution of the original program, "caused an almighty furor in town," which she would not like to see repeated. The community, she says, is not developed to the point of receiving this.

Another board member, Mrs. Betty Burr, echoes the idea by stating that the "climate is not right" in Stamford for acceptance of any other type of program than the present one.

The word "value" was brought up time and again by members of the board, when asked whether they would support a more specific program in the public schools.

"Sex is so individualized—it's nothing you can teach in a group," Rocco Colatrella said, adding that since it's "generally a mass of people in a classroom with one teacher, it will reflect her values."



LEARNING AIDS—A portable instructor's kit for a sex education class helps students better understand the reproductive system.

Alienation Of Minorities Creates Frustration

By KARLA FEUER

John is a 16 year old junior at Trumbull High School.

As a black in a school which has over 98 percent white students, he says, "Even when I have a good relationship with someone I feel like I'm different." Sighing, he admits, "It's always been that way."

This alienation from the rest of the student body hampers his efforts to get what he feels in a complete education. Another problem hampering him is the curriculum, which he feels does not meet his needs as a minority group member. He says that he would like to take some black history and black literature courses.

"There is not a sufficient number of minority students in the schools to make this necessary. That's what I've been told," he said. It upsets him that officials say that there is no need for the courses.

There is no official response to his problem of feeling alienated from other students and some teachers. "There isn't too much open hostility, but there has been some," he says. "It's that I'm not included in things too often."

He said that he is a good student and concedes, "At least I've never had to prove that I'm not stupid."

"The teachers are nice to me," he said. "Sometimes they're too nice. Like they want to help me when I don't need help, or they congratulate me especially for doing well. Sometimes I get mad because it makes me feel strange."

He said that he would like to have a black teacher. There are six Spanish-American teachers of the 446 teachers in the Trumbull public school system. The one Spanish-American that he had for a teacher, "never approached anything racial," but added, "kids made racial remarks about him when they talked out of class. Since the teachers are all white, they like the curriculum the way it is."

His brother, who graduated from Trumbull and is now attending the University of Connecticut, said that he also felt, "outcast from the stream of student life at Trumbull." He said that now that he is attending UConn, he doesn't feel that his teachers are expecting him to perform or not perform in a certain way. "At Trumbull, I felt like even the teachers had me typed."

Susan, a black senior at Trumbull, said she is "glad to be getting out." She feels that she is treated "differently" at Trumbull. "I want to go to a school where I'm not put in a certain place," Susan said.

In Trumbull, minority students seem to suffer from alienation as individuals. In Stratford, where the minority representation is somewhat larger, the minority students

complain more of group alienation.

The two high schools in Stratford show a great contrast in minority populations. Bunnell High School has only a 0.8 percent ratio of minority pupils, while Stratford High School has a 14.9 percent ratio.

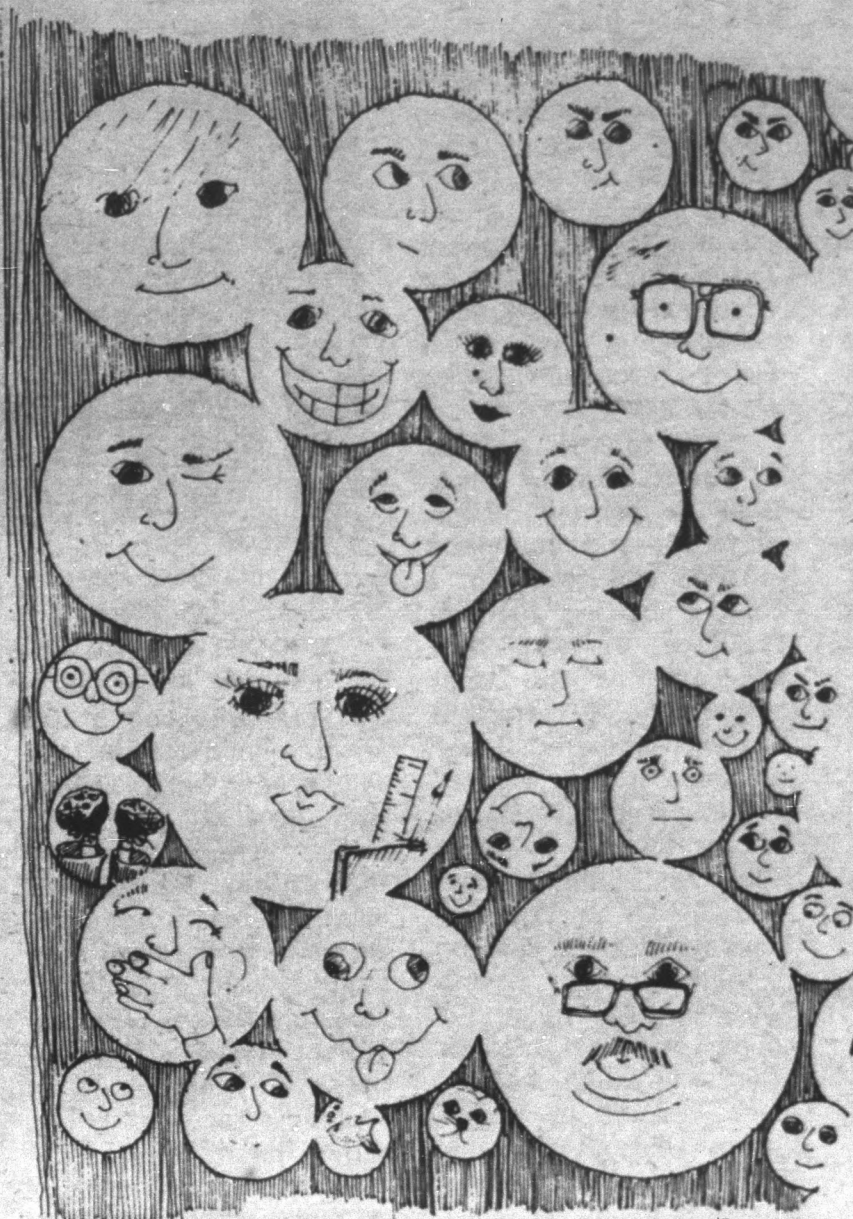
Barbara, a June 1974 graduate of Stratford stated that alienation and strained relationships had been a problem for her in school.

She said that she felt more alienated as a group than as an individual. "We had an Afro-American group and we had each other (other minority students) but we didn't mix with the white kids much."

She felt, "there was safety in numbers," adding quickly, "that I never really feared anyone. I just didn't like the bad feelings."

Barbara said she was unhappy about the way teachers treated her. She said they never "pushed her towards college like they did some of the white kids."

The courses offered in Stratford do not include courses on minority studies. Barbara says that when courses such as these requested, "We were told there was no need or no money."



DO
YOU
FEEL
ALIENATED?

Reading Problems Hamper Students

By ELLIOTT HURON

The woman began to laugh. It was a disguised laugh, hiding nervous and frightening thoughts. Suddenly, Vivian Carter, a young black woman who heads the English department at Bassick High School in Bridgeport, stopped laughing. "But it's not funny." It's really scary because the problem is very serious," Carter said.

The problem concerns young people who cannot read, like a recent high school graduate who is old enough to vote, but cannot read a newspaper. This same individual may someday enter a voting booth and be unable to read a single name on the election ballot. Or maybe this individual will have to seek help interpreting a simple job application. Carter has realized that many of the 11th and 12th grade students have indefinite reading problems. She also thinks that the reading problems among Bassick students has been helped.

First, English department teachers at Bassick realized there were seniors who were only able to read on a third grade level. Even those students accepted to college had underdeveloped reading skills, which will hinder their success in higher education. "This is an important step, because parents, school boards, and the news media, are just finding out that high school students cannot

read," Carter said.

The next step taken by the high school administrators, was to hire Lydia Duggins, an authority on reading problems and a specialist in reading-teaching methods. Duggins, who has written five books based on reading programs and how to develop a child's reading skills, originated a reading

and relationships," Duggins said. "This major area of inadequacy for an adult who can not organize what he or she has read, will also stop that person from remembering what they have read."

A second frightening problem of children who extensively view television is one of eye movements. When a person

reading more might be part of the answer to better readers, but Duggins attacked the reading problem by asking students to demand better skills in reading.

"Even in a history course, a teacher should assist a student on taking notes properly and in understanding what he has read," Duggins said.

Duggins placed no blame of the reading crisis on grade school teachers. "Reading instructions from the fourth through sixth grades are 100 percent better than the guidance a student receives in Junior High and high school," Duggins said. "I think every student has the right to good instructions in reading, and students should demand it if they are not getting it."

The general interest in reading and students' desires to read are labeled as "abominable" by Carter. "Those students who are capable of reading, don't even enjoy it," she said.

But how can a student progress from the first grade to the 12th grade without being able to read efficiently? "It's easy, very simple," Carter said.

"Be nice and quiet, within a crowded classroom and a student will be promoted from year to year," Carter explained. "Or be the opposite; a student may be a nuisance factor and a

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"Watching less television and reading more, might be the answer to better readers"

program at Bassick and also assisted teachers with proper instructions on how to teach reading.

"Just teaching remedial reading to students, as so many high schools do, will not answer the problem," Duggins said.

Carter attributes the sharp decline in reading skills among students to a generation of television babies. "If a student is a TV baby, his orientation to reading is undeveloped," Carter said. "He's not called upon to do the few exercises which are essential for a good reader. 'You do not have to think or hold a conversation when you are watching television.'"

"Because the first important aspect in reading is thinking, which consists of putting together images with concepts

reads, his or her eyes move in a left to right direction, focusing in on different key words. "But when watching television," Carter explained, "a person's eyes remain as fixed images."

The eye patterns do not develop correctly to follow the written words in a book. "If someone's eyes are constantly fixed on a television, they are not moving and that person's eye muscles will not develop," Carter explained as she demonstrated by opening her eyes widely and staring emotionlessly out the window.

Many children in first grade have undeveloped eye muscles and teachers must make these children learn to view words from left to right before they can read.

Watching less television and

7420

Title IX Divides Sports Budget

By JOHN HARPER

While every high school athletic department in Fairfield County must deal with the problems Title IX creates, the town of Trumbull is involved in a situation which could eliminate athletic departments in its schools entirely.

Title IX is the federal legislation which requires that girls must receive an equal opportunity in athletics as boys in public schools. For each sport offered for boys, there must be a similar one for girls. Where feasible, the sport is opened to both males and females, such as tennis or golf.

In attempting to meet these standards, much strain has been placed on the athletic budget, according to Trumbull athletic director, Jerry McDougall. New sports for women, facility time and space and women's coaching salaries must be comparable to that of the men. This affects the overall education budget, which is the source of much controversy in Trumbull.

Trumbull is a relatively wealthy town currently entangled in the last stages of a budget struggle which has to date included a \$1.1 million reduction of the education budget.

The ordeal began in late January when First

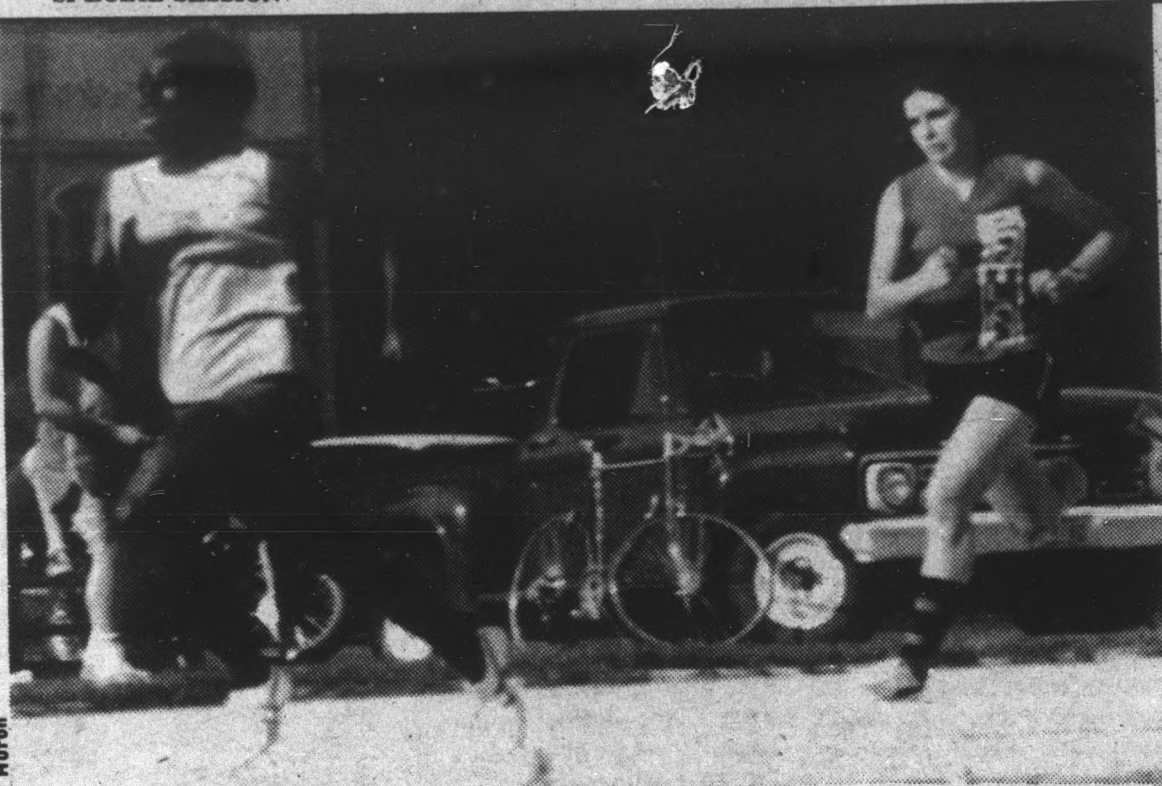
Selectman James Butler proposed a "hold-the-line on spending" budget totaling \$19,183,586 for the 1976-77 fiscal year, a 3.1 percent increase over the current budget. Butler's figure for education was \$10,349,620 as compared to the school board's requested figure of \$11,446,160.

"Due to the present economic climate, more than 10 percent unemployment and combined inflation and recession, I cannot foresee the acceptance of any new programs or the reinstatement of program cutbacks. Therefore I feel certain that the proposed budget provides sufficient funding for the Board of Education," Butler said.

Lloyd Calvert, Trumbull Superintendent of Schools, responded strongly, saying "Mr. Butler's figure, if adopted, will force cutbacks which will, quite frankly, leave us with a school system which we have not been accustomed to, nor will we be proud of."

Despite similar warnings from Calvert and Dr. Louise Soares, Chairman of the Board of Education, the Board of Finance voted 4-2 to accept Butler's education proposal.

Of major concern to the finance board during the hearings was what the actual cutbacks in the proposed budget would be.



Elliot Huron

IN THE RACE—With federal legislation forcing public schools to offer girls an equal opportunity to compete athletically, the female athletes are gaining ground with their male counterparts.

Calvert prepared a list which eliminated \$357,210 for teacher salary hikes, and \$300,000 more in various areas. Butler said that money for teacher salary increases has been set aside in the town contingency fund. This list of recommendations left a gap of some \$450,000 to be cut if Butler's proposal was approved.

The Board of Finance asked for further specifics but never received them before they had to act on the budget because, according to Dr. Soares, "It was something that the Board (of Education) could not come to grips with, something which we had hoped we would not have to come to grips with."

What Dr. Soares implied is that she thought the Board of Finance would

restore funds to education as they had last year.

"It was impossible for me to make restoration to education without the actual names and numbers regarding cutbacks in front of me," Robert Rosenfeld, Board of Finance chairman said. "It would have been easier for me to see their side of it if I had that information, and it may have altered my thinking."

Other than 25 teacher layoffs, the item which has drawn the greatest amount of attention, according to Bill Crooks, school board business administrator, is the possibility that all interscholastic sports be eliminated. The proposal begins by dropping some at the third of five levels, and ends by total elimination at the fourth level of all sports in the junior and senior high

schools.

"We've had quite a few calls protesting the suspension of interscholastic athletics," says Crooks, "and some callers have threatened to move out of town if it happens. Hopefully, it won't if our proposal is approved."

The proposal to which Crooks referred is a four-step plan drawn up by Calvert which would provide a supplemental athletic appropriation of \$356,000 and a carryover of a \$50,000 balance in the current budget, netting \$406,000.

The first step is a request that the town commits \$104,000 from the state's 1975-76 instant lottery to the Board of Education. The funds are expected by

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Teacher Surge Feeds Tenure Debate

BY
MICHAEL CARPENTER

Arthur Pechillo woke up one morning 13 years ago and read he obtained tenure. He got in his car and drove to school that day feeling no differently about teaching than he had the day before.

Ten years ago Pechillo's wife, Ann, obtained tenure. She said tenure didn't make her a different teacher either.

Pechillo claims that today he is the same teacher that he was 13 years ago. He has changed with the students and with the times. But tenure, Pechillo said, hasn't made him a lazy teacher. In fact, he said, tenure has helped him improve as a teacher.

Both Pechillo and his wife teach in Bridgeport, Arthur at Central High School, Ann

at Harding High School. They are two of approximately 1,300 teachers in Bridgeport, three-fourths of whom are tenured, according to Pechillo.

These teachers went through the same process to obtain tenure. They were constantly evaluated for three years, the length of time it takes to gain tenure according to Connecticut state laws.

Once teachers complete this three-year period, the administration may recommend them for tenure. The Board of Education then approves and the teacher is officially tenured.

Neither Pechillo or his wife feel they were tenured automatically after their three year period. Michael Bisciglia thinks it is

automatic.

Bisciglia, Bridgeport Board of Education president, is afraid the process of obtaining tenure has become too automatic. He said with the tight teaching market school administrations can be more selective about who gets and who doesn't get tenure.

"Three years is a reasonable period of time to obtain tenure," he said, "but evaluations are not done thoroughly enough. I don't like to see tenure so automatic."

Dr. Louise Soares, Chairman of the Board of Education in Trumbull, a neighboring suburb of Bridgeport, agrees with Bisciglia. She said some teachers are able to slip through the evaluation

process.

"We can afford to be more fussy now because there are so many teachers looking for jobs," she said. "Administrations should be more particular about who goes into the classroom. Now we should be able to get top-notch teachers."

"In times past when the economy was better and more teaching positions were open, the three-year period was sufficient," she said. Soares suggests the three year period be extended two extra years since the teaching market is tight.

"This would give administrations two more years to evaluate teachers. It would also mean that a teacher wouldn't have to be released after three years if they weren't ready for

tenure," she said.

Bisciglia said that one of the major drawbacks of automatic tenure are the occasional incompetent teachers that filter through the evaluation process.

Both Soares and Bisciglia agree that the number of incompetent teachers are few. "I can't believe that all teachers are good ones though," Bisciglia said. "Some teachers just may be in a field they shouldn't be in."

The tenured teacher is stereotyped "as lazy and irresponsible to the students," Soares said. There are very few teachers like that, she added.

Closer evaluations would get rid of these few teachers before they obtain tenure,

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Students Save Programs After Budget Cut

By LEE YAROSH

With the prospect of budget cuts on everyone's mind, students of two area high schools have been responsible for keeping alive two popular student-run programs.

"They don't think of us as a joke anymore," said Dean Morgans, operations director for WWPT-FM, Staples High School's radio station in Westport. "We raised \$3,500 recently by conducting a phone marathon and nearly \$900 by promoting a jazz concert."

Another program going through the same growing pains is the Whole Earth Learning-program (WEL) at Roger Ludlowe High School in Fairfield.

"We are a self-sufficient program," explained Peter Meyer, an English instructor in the program. "The students take on the responsibility of raising money for the program or it just doesn't work."

Karley Higgins, WWPT's faculty advisor, explained that the station receives \$900 from the Board of Education but "that barely covers the basic expenses," Higgins said.

Unlike WWPT, however, the WEL program at Ludlowe receives no money at all from the Board of Education and must do all its own fundraising.

The WEL program is an outdoor-oriented, "Inter-disciplinary program composed of English, social studies, science and physical education," Meyer said. "We stress the physical education of the students as well as the academic aspects."

Meyer cited the activities as an example of how the program works.

"Last winter, the group raised the money for a required three-day survival hike along the Appalachian Trail in upstate Connecticut. Before the hike, the students prepared themselves physically, and also prepared by reading various works of literature like Jack

London's "To Build A Fire." They also studied the environmental aspects of the trail from a scientific viewpoint once they got there," Meyer said.

Both programs share a high degree of student participation and interaction. But WWPT and the WEL programs have different entrance requirements.

"We can get almost anyone to come on and do a hard-rock show," says Morgans, who works part-time at WEZN-FM. "But what we need are people with a sincere interest in the field. We are planning more community affairs programs for the summer months, such as live broadcasts from Compo Beach, but we lack enough interested people to carry out these types of programs."

On the other hand, Meyer said many applications for WEL are received but only 30 or so are actually selected.

"The faculty carefully screens all of the applicants and selects those who show a desire to make the program work, as well as those with leadership qualities, yet always keeps in mind the value of diversity within the group."

Group diversity leads to what Meyer believes is the program's greatest accomplishment.

"I believe the greatest accomplishment of the program is learning to understand each other. Students from diverse social and economic status are together for a whole year, more or less untouched by outside pressure, free to act and grow as they please."

Frank Sebestyen, a senior now who was accepted into WEL a year ago, recalled his initial impressions and his acceptance.

"There were between 80 and 100 applicants and only 30 were accepted. In the interviews, they asked us some pretty confidential questions, such as if we would report anyone in the group if we accidentally found they had a vial of pills or some

other drugs. The thing was that you couldn't help but answer truthfully to all of the questions they asked you."

Both programs offer rewards to those who participate in them. The WEL program is duly recognized by part of the school's curriculum. The students receive six and one-quarter credits which fulfill English, science, social studies and physical education requirements.

At WWPT, the rewards are more intrinsic. "The students receive no school credit for their work at the station," Higgins says, "but they get the experience necessary to help them get their radio operator's licenses."

Talented Students Stifled By Overcrowded Classes

BY TOM KILLEN

Michael sits in a large classroom with 24 other art students in Bridgeport's Bassick High School and carefully molds a structure of clay. Michael is talented. He wants to be an artist. But like other high school students with a strong talent in the arts, he feels his potential is not being fully developed.

"The teachers here do their best, but there are too many demands on them," he said. "In 35 minutes, they have to teach art to twenty-five students. There's not enough time for them to devote individual attention to every student."

Two years ago, Karen Seidon was in the same position. A sophomore at East Haven High School, she felt her musical talents were not being developed in

her school curriculum. Most of the students working at the radio station hold a third class operator's license, which is the first step toward a complete understanding of the workings of a station.

A few of the students, such as Morgans and station manager Michael Barzelay, have gotten their first-class licenses enabling them to handle virtually all managerial and technical aspects of running the station. Their licenses also enable both of them to work at WEZN-FM.

The money raised by the students during the school year was well spent, according to spokesmen for both programs.

deficiencies of those programs.

"We had a glee club," she said, "but you had to fight for a lousy piano. The arts were subordinated in my high school. The general feeling was that the arts were like gym. You had to take them, but you weren't supposed to take them seriously."

Today Karen is a student at the Educational Center for the Arts in New Haven, a regional arts school that provides an alternative to public school arts education. Established in the fall of 1972, the school has 130 students from the New Haven area who were selected on the basis of an explicit or potential talent in the arts.

Students leave their regularly assigned high schools in the afternoons for a concentrated two-hour program in visual arts. Theater, dance, or music at ECA.

"The atmosphere here and the atmosphere at my morning school are as different as night and day," Karen said. "Here you study with people who have made names for themselves in their fields. The instruction is much more concentrated and more personal. You study with people who really want to be here. It's not like that at other schools."

"The program here is unique in that it brings together all facets of the arts under a single roof," says ECA School Liaison Lynn Karsten. "This is not a duplication of public school arts programs. It is an attempt to fill the

"We needed about \$1,000 to conduct all of the things we planned," says Sebestyen. "We raised the money in short order each time the need arose. After one raffle and a few tag sales, we raised enough money to take a week-long bicycle trip to Cape Cod. I think that at the end of the year we had about four dollars left in our bank account and we donated that to a charity."

Things were a little more desperate at WWPT. "Last December our main transmitter broke down," said Morgans.

"It took us a while but we finally raised the money necessary and we'll be back on the air quite soon."

deficiencies of those programs.

"Unfortunately, the arts in many schools are regarded as mere extracurricular activities. They do not receive very high priority, and when budget cuts are needed, art programs are usually the first to go." This problem has crippled implementation of concentrated arts programs in Fairfield County high schools. Despite its reputation as one of the most culturally enriched districts in America, Fairfield County is consistent with other counties in its low allocation of funds for public school arts programs.

In Fairfield, for example, \$101,814 was allocated for public school athletic programs in 1975-76. In the same year, \$5,100 was allocated for programs for the artistically inclined.

The problem of meeting the needs of talented students within a limited budget is a source of concern for teachers as well as students.

"We do the best we can here with what we have," said Bassick art teacher Bill Glass. "The Board of Education gives us \$7.50 per student for art supplies for the year. That's just not enough. Last year, the art teachers here spent almost \$1200 of their own money for additional needed supplies."

"I have students in the class with incredible artistic talent. If a talented student was put in an atmosphere where he could receive individual at-

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ON THE AIR—A student mans the microphone at WWPT-FM, Staples High School's student-run radio station.

7422

Head Start In School

By PETER PUTRIMAS

To the unknowing visitor, it looks just like an ordinary kindergarten class, but it is different, very different.

Young children are playing with clay, looking at picture books, fooling with building blocks and generally keeping themselves amused with toys and playthings.

Teachers are supervising their efforts and conduct and many times, are joining with the children in their play. Sounds like kindergarten, doesn't it?

It isn't. The differences between the described classes taking place at Nathaniel Ely School in Norwalk and an ordinary kindergarten class begin at age and end with objectives and thus make Norwalk's Head Start Program the unique entity that it is.

The generalization that has been prevalent during Head Start's 10-year history is the program just offers children from impoverished families the chance to start school a year or two earlier than usual. That is far from the truth, however, as the Head Start Program offers three and four-year-olds much more.

In addition to supplying pre-school education, Head Start concerns itself with providing poverty-stricken children the medical, dental and nutritional care they would not normally get at home or in regular school classes.

Head Start's four-pronged objective is aimed to give the poor child the opportunity to do something to escape the vicious circle into which poverty casts him or her.

"I see Head Start as a program whose primary objective is to develop a person's self-image of himself," said Ms. Marjorie Gay, director of Norwalk's Head Start Program and principal of Ely School, where six of the eight Head Start classes are taught.

"I see it as a readiness program to get the child to feel good about himself and to be ready to learn," she continued.

This broad objective encompasses many areas, like teaching children that it is important to brush their teeth after eating, teaching them about personal health and hygiene and providing a good, nutritional breakfast, mid-

morning snack and lunch. All this adds up to a new awareness for the child.

"We are trying to develop a good four-year-old," said Ms. Carroll Lewis, the program's educational director. "We are trying to give the as much of a chance to experience the world that they live in through planned exposure to concepts and experiences which will strengthen their self-image and their concept of the world, preparing them to learn to the best of their abilities at the next step of education."

So far, the program has been isolated to pre-school age children but after 10 years of relative success, the federally-subsidized program is seeking to expand Head Start concepts into the elementary schools.

The Norwalk program is one of only 14 in the nation which is experimenting with Project Developmental Continuity, (PDC), a flashy title for a program which extends the aims of Head Start through the third grade.

PDC feeds three Norwalk elementary schools with Head Start graduates and combines the efforts of both teachers and parents to integrate a child's learning experiences at home and at school. The idea is that concepts introduced in one grade should be expanded in subsequent ones. The medical, dental and nutritional services provided in

pre-school are also extended to kindergarten and the primary grades.

All of this is accomplished through the combined efforts of teachers and parents, who are urged to take an active role in their child's development both at home and in volunteer programs at the schools. One of the parents' key contributions is to the PDC Council, the project's primary decision-making body, which joins community representatives, parents, staff and administrators in the task of administering the program.

The role of parents has never been understated in Head Start, as Gay is quick to describe Head Start as a "complete program, which provides complete services for both children and parents." Lewis adds that the goal is "to be involved in a total family, total child concept."

Head Start stresses parent involvement on the Parent Policy Council, participation in the volunteer program that actually puts the parents in the classroom and projects like a thrift shop which helps to finance field trips for the children. In addition, Head Start provides the opportunity for parents to earn their high school equivalency diploma or learn English as a second language.



OUTDOOR ACTIVITY—Head Start students take advantage of the good weather for a little outside play.



VISITING DIRECTOR—Marjorie Gray, director of Norwalk's Head Start Program, likes to visit the classroom at Nathaniel Ely School, where the bulk of the Head Start classes are conducted.

Talented Students

cont. from pg. 11
tention, get additional supplies, and not have to worry about somebody stealing his materials, I'm sure his potential would be realized much quicker than in a large school atmosphere."

"It's an age old problem," said Ike Tucker, an art teacher at Trumbull High School. "There are twenty-six students in my class, five of whom have both a strong interest and a strong talent in art. But because of the lack of interest on the part of the other twenty-one students, I must keep the course on a simplistic level, thereby sacrificing the potential of those five talented students."

"If teachers could take more time with students," he continued, "there would be no problem. But because of large class sizes, this solution is not possible."

According to Joan Schine, a member of the Cooperative Educational Services Committee, a Fairfield-based organization that coordinates special educational programs throughout Fairfield County, "two of five percent of public school children can be classigied as 'gifted students'."

"Because of limited budgets and facilities, most public schools simply cannot respond to the specialized needs of gifted youngsters," Schine said.

In 1975, Schine and a CES planning committee proposed the establishment of the High School Center

for the Arts, a Bridgeport-based regional arts school in Bridgeport which would serve Fairfield County.

The school would accept students from Bridgeport, Fairfield, Trumbull, Westport, Stratford, and Monroe and offer courses in visual arts, fine arts, and the language arts. The Boards of Education in the six communities would fund the arts school through appropriations in their budgets, two-thirds of which would be reimbursed by the state under State Statute 1076 A-D, the law governing special educational programs.

The High School Center for the Arts would tentatively be housed in Milford Hall on the University of Bridgeport Campus and later move to the Bridgeport Center for the Arts in Congress Plaza. Opening of the arts school was scheduled for September 1976.

The Boards of Education in Fairfield, Westport and Trumbull informed CES executives in February that because of budget problems, they could not lend financial support to the arts school, although they continued to support it "in concept."

Bridgeport has placed a \$10,500 appropriation for the arts school in its budget, which will be finalized in May. As yet, Bridgeport is the only city of the original six to make even a preliminary commitment to the arts school.

... Tale Of Two School Boards

cont. from pg. 2

equalize the kinds of sociological and economic inequities that a child gets with life's chances.

"In simple terms, the schools will teach the kids how to drive, will give the kids athletic training, and will give them their first contact with music. Above all, the school gives a child peer grouping."

Her foremost priority for the schools is to deal with the minority problems, "and whatever it is that gives an inner city its character." Rosenberg attributes this priority to working experience on the board.

"If the school doesn't do it, I can't imagine who will," she says. "Whether we should be doing it or not, it is ours by

default."

Lobsenz, one of three Republicans on the five-member board believes the main task of schools is to deliver a strong academic education. "The most important thing in the school system is first grade reading...and the second most important thing is second grade reading," he says.

Once a school has provided a student with a solid groundwork in reading, mathematics, geography, literature and history, he feels a student is ready for what he refers to as "specializations and abstractions."

Illustrating this, Lobsenz referred to some courses entitled "Futuristics," previously offered at the high school senior level.

"The course may be desirable," he says, but if we are having a problem with elementary reading, I'd rather see the same effort we spent in developing a course in "Futuristics" expended in the area of elementary reading. If you give a person the ability to read, I think he can learn all the rest himself.

"I want to see the board spend for only the absolute essentials for our students. I feel much more free about forcing people to pay taxes for basic educational needs than I do for the more abstract ones."

While the personal views and attitudes of board members effect policies in an educational system, there are more mundane problems which determine what the board, and ultimately,

the school system, can and cannot do.

In Bridgeport, as in every financially strapped city, the word has gone out that the municipal departments must retrench on their expenses. Yet the money problem has always been around. Said Mrs. Rosenberg, "There always were people who thought the schools should do less and spend less."

By no means, however, does she feel her city is allotting even the barest essential amount to the board. She maintains the city is giving the board less in actual dollars than it did three years ago. In view of the normal cost increases in supplies, services, benefits and salaries, Mrs. Rosenberg said the city's allocation to the Board of Education "cannot be justified."

Students Frightened In Schools

cont. from pg. 2

Most of the problems are caused by about five percent of the student body, the high school administrators said, but many times it is difficult to deal with those students.

"School is a micro-society. If someone does something wrong there is a consequence, a punishment. But in our wonderful society, we don't want to inhibit anyone's freedom," Turski said.

The ultimate punishment a student in a Bridgeport school could get would be transfer to another of the city high schools. Expulsion from school is rare, the administrators said.

Large scale problems in the high schools seem to be confined to inner city schools. In Fairfield, Stratford, Trumbull and Monroe, minor incidents have been reported, but not on as large a scale as in city schools.

Masuk High School in Monroe has two security guards, called teachers' aides, who patrol the halls.

"Vandalism was on an increase the past two years and last year, but it's gone down since we had better security," dean of students Leon Mackiewicz said.

"We have sneakers stolen from lockers in physical education classes. We have periods of it. Two or three days and then it stops. Then it might occur again later on," he said.

At Stratford High School, there are no security guards and "minor" vandalism, according to Philip Ness, assistant principal. "Most of our discipline is with offenses against themselves, like skipping classes or being tardy, not anything physical."

There is one security

guard at Trumbull High School and very few problems, according to assistant housemaster Edward Lovely. "Most of our problems are passive. The kids are truant, not really violent problems."

Most of the administrators attributed the lack of major problems in the suburban high schools to the atmosphere of the community. Stratford is basically blue collar, second generation Europeans. Fairfield, Trumbull and Monroe are mostly white upper middle class. That is not the case at Norwalk, however.

Norwalk High School once had problems similar to Bassick and the other Bridgeport schools. "When I told my friends that I was going to work here, they said I was taking my life in my hands," said Carol Dunn, a hall monitor at Norwalk. "The kids aren't that bad. They're really not."

Things were not always that way, however. Barney Anderson has been a monitor at Norwalk High School since it opened five years ago.

"The first year we had a lot of problems," Anderson said. "The first years we had a discipline problem. There were 25, almost 2,600 students. We didn't have enough teachers. The school was half-built. The gym wasn't finished. We had problems among the kids."

"We had problems of smoking pot and drinking. We nailed it down the second year. Then we had problems of outsiders coming into the school."

The third year, we had skipping, constant skipping. The fourth year, we had girls hanging around in the bathrooms. Never had that

problem with the boys. The fifth year we had congregating in the halls in the open end period."

Anderson feels, however, that most of the problems have been cut down since added monitors have been hired this year. When the school was opened five years ago, he was the only person patrolling the halls. Now there are five monitors.

"We just didn't have the power before," said Anderson.

Not only was the security force in the school beefed up, but there was a change in the administration with Lewis Dunlap taking over as principal this year.

He called about 200 students in small groups to

his office and told them to straighten out. Some of them did.

"I patrol the halls too. I don't just sit in the office here. I don't just administer from behind my desk. I'll knock on the bathroom doors and tell the girls if you're not straightened out in three minutes, I'm coming in. I know they're going to be out in three minutes," Dunlap said.

Parents care about their children, he said, regardless of what they may do for a living. "I've bumped into some in the streets who are prostitutes," he said. "But when it comes to their kids, that's something else."

"You shouldn't be afraid

to wade into the dynamics of the home-social situation," he said. "It's all related. Some parents call me and ask me to suspend their kid. They're so frustrated. They think there must be something the school could do."

Some parents have walked into his office feeling very bitter, ready to defend the student against the school. They walked out understanding the situation better and "thanked me for helping," Dunlap said.

The key, says Dunlap is communication. Talk to parents and students, not down to them, he says. And make sure they know what the rules are and why they are there.

Teacher Cuts

cont. from pg. 7

limit a child's chances of success," he said.

Helen Wargo, Bridgeport's director of the Early Childhood Program, feels otherwise. Working with pre-school children, she has found that a child tends to learn better when given individual attention. "It would depend on the type of child but in many cases, a large class would reduce the chances for proper instruction," she added.

In neighboring Stratford, 17 teaching positions were eliminated, all through attrition. Joseph Sworin, the Assistant Superintendent in charge of finances, said they expect to have eight to 10 teachers retire by the end of the year.

The reason Stratford is using attrition said Sworin, is because their current budget is \$350,000 less than last year's budget.

Sworin said cutting teachers is the hardest way to get back money but he did agree that a teacher's salary is more readily available to be used elsewhere.

Sworin said he isn't going to worry about overcrowded classes at the moment, because a recent projection shows an enrollment drop of 314 students.

In Trumbull, a \$1 million cut from an \$11 million budget means that all first

and second-year teachers will be receiving pink slips Assistant Superintendent Thomas McCann said this does not mean that all will be terminated but all will be notified.

Before cutting anything, said McCann, he first looks for the side effects, but with teacher cuts, "every teacher we lay off saves \$10,000 right off." All lay offs are done according to the teacher's credentials, he added.

McCann believes that class size has a lot to do with the quality of instruction, a good class size he said is between 20 and 25 students. But in the Trumbull school system, few classes have less than 25 students, McCann admits.

The city of Milford, is resting on a balancing beam, if the aldermen approve the budget as it stands, there will not be any teacher cuts. If not, Milford may find itself in the same position as its neighbors. The present budget is \$14 million.

"If we must remove teachers, they will be by seniority," said assistant superintendent of schools Richard Herman, meaning seniority would be the determining factor. He added a sad fact of life, however, saying that it is easier to remove a teacher than to cut supplies or jumble the books looking for places to save money.

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Drop Delinquents

cont. from pg. 6

problems of juvenile delinquency.

Mann said a unit has been established at Youth Services to divert certain offenders to this unit instead of sending them to juvenile court.

Mann had hoped for a 10 per cent reduction in the number of referrals received by the First District Juvenile Court of Bridgeport but was pleasantly surprised by the results.

"The diversion system works," Mann said, "because we've had a 19.9 per cent reduction in the number of referrals."

Mann pointed out that it is important for people to realize that suburban towns have the same problems with youth as do inner cities. In many ways, the town of Fairfield and the city of Milford are approaching the problem in the same way.

Fabish, Milford Youth Services Coordinator, said Milford also tries to avoid juvenile court with a diversion system. "Fifty per cent of the youths we deal with are referred by the police. Their needs haven't been met. They might be runaways. They have a problem, that's why they are referred to us," Fabish said.

"We then do evaluations and match children up with services they need," she said.

Fairfield also offers a Community Service Tutoring Program to children who cannot "make it in the regular school system," Mann said.

The tutoring program will be expanded to a four-hour program, five days a week, Mann said. Oscar, a name chosen by Mann to represent a real person, is one youth in the alternative education program.

Oscar was 15 when he was referred to Mann by a guidance counselor at Roger Ludlowe High School. He had not attended school since the beginning of the year and was, according to Mann, caught early enough in the school year to be referred for help.

Oscar chose to take English, social studies, math and science as part of his alternative education. He would have been referred to juvenile court had he not chosen to participate in the program.

Mann said Oscar should hopefully be ready to attend a regular school in September. "There are no magic cures. It is a long process," Mann said.

Mann also cited a case where a child refused to go to school. He dealt with this 'school-phobic' child for two years.

"The child might have been abused. He is withdrawn, distrustful of any adult figure. In his thinking, he feels ripped off by them and doesn't trust the school system," Mann said.

In Bridgeport, Frankie Few and his mother also feel ripped off by the school system.

Frankie, 14, said some of his friends have dropped out of school because they "don't want to go." Frankie has no plans for the future, and his mother feels this is because he is discouraged with school.

She said there are too many children in one classroom and that the teachers and students should work together and that not all schools give extra help to those who need it. She says if a child doesn't want to go to school in the first place, the child is given no encouragement to change his mind.

"Some parents don't even care. Neither do some teachers," she said.

Lenore Christy also conveyed her feelings on the Bridgeport school system.

She said her 15-year-old son was suspended from Bassick High School two weeks ago. A physical education teacher found an ounce of marijuana in her son's coat pocket. He now feels discouraged and unwanted at school.

When kids drop out of school, Mrs. Christy stated, "they become bored and wish they were back. But they are too shy to go back...they just have nothing to do. They have no plans for the future."

Bridgeport Director of Guidance Helen McHugh prepared an annual report on dropouts for 1974-75. The three Bridgeport public high schools, Bassick, Central and Harding, had 5,969 registered students, of which 558 dropped out in grades nine through 12.

Sandy Stuart



"High" Schools

cont. from pg. 6

caught two students outside of the building after the school day and reported them. "I don't know of any teacher who lets them slide, they're pretty strict on that," he said.

Joseph Tocci, who teaches in THS's physical education department, said he would take action if he detected any students either taking or under the influence of drugs. In several cases, he has called the headmaster to deal with the situation.

Tocci said he felt no resentment from students or no pressure from students or parents about taking action against drug-using students. "If my own children were in this situation, it would certainly be a service to me if someone turned them in," he said.

Both Tocci and the other teacher feel the drug situation at Trumbull is overplayed and happens only in isolated situations.

Explained the anonymous teacher, "There's a definite group that uses drugs, but that group is not as big as people think."

"I wouldn't turn in a student unless I saw him using drugs. If he acted suspicious, I would ask him to go to the nurse," he added.

He said that although the outside smoking lounge made it easier for smoking marijuana in the school, at least students are not smoking in the lavatories. Every so often, though, teachers walk out into the lounge and crack down on the drug activities there.

According to students Tom and Brian, not their real names, things don't change much after a "bust"

"Maybe for three or four days the people will keep cool, but then they just go back to normal," they said.

Normal means getting high before or during school for the almost one third of

the kids who, according to Brian, first started smoking marijuana at the high school.

There is some snobbery that exists between the smokers and the non-smokers, with the former holding the latter as being immature. As for the smokers, Alice explained, "these kids don't put too much value on doing well at school, and school for them is just a place to socialize. They figure they have a right to be there as much as anyone else, but they'll probably be the first to tell you that the only reason they go there is because their friends go."

Can the students at Trumbull High School go through the day and really concentrate? "I don't think so, because I've done it once or twice but I came to the conclusion that you just can't mix the two. I can't be stoned and do anything constructive," she added.

Freedom

cont. from pg. 5

course so that she could go to the hospital several times a week and learn the basics of nursing.

She is glad that she did. "I thought that I wanted to be a nurse, but I found out from my class that it wasn't for me. I would come home from the hospital every day feeling sick. I hated it."

It is better that she found out in high school that nursing is not for her than wasting a semester's worth of tuition money in college. PCA attempts to let all their students have a taste of their intended field before they make any definite commitments.

Because of the curriculum offered at PCA, it tends to attract the more motivated type of student who wants to get the most out of his high school years.

"I didn't like going to Central High School," one student explained. "It was boring, the teachers treated us like children, and I felt that my time was being wasted."

Because of the degree of freedom offered, much emphasis is placed on individual responsibility.

"The students have a choice of going or not going to class," said teacher Jeff Goldwasser. "We don't keep close tabs on them."

They're treated as adults."

Graduates of Park City Alternatives seem to have a very high success rate so far. According to Goldwasser, all of last year's graduates either have a job or are in college.

"This is not to say that we expect the same thing every year," he said. "It would be nice, but it probably won't happen. Still, we try our best to make sure that our kids have some kind of future direction."

In any situation, alternative education is still relatively new, having just emerged in the past four years.

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T.V. Hurts Reading

cont. from pg. 9
teacher will purposely pass the student so that this person would not be in their class the following year," Carter said.

The problem of reading and correcting students in this area is very complex. "There are as many solutions as there are people who cannot read," Carter said. "It's a multifaceted problem, and many high schools and small educational groups are trying to pinpoint the problem," she said. "This is an impossible task," she added.

Many area schools also rely on English teachers without the proper training to instruct reading. "We realized that our English teachers could not properly teach reading to students. And the problem was so massive that the specialized reading instructors could only skim the surfaces," Carter said.

Finally, Bassick now requires that all freshman enroll in one reading course. When students are found to have serious reading problems, teachers

stress to that student to work on reading skills and nothing else.

"You don't have to travel to high schools to focus in on reading problems among young people, according to Duggins, a professor of education at the University of Bridgeport. "The problem is right here on the University of Bridgeport's campus, where a large number of students can not read on a college level.

Duggins, a conference leader for workshops for teachers from all parts of the United States on the perceptual skills in reading, linked the inability to read with the problems some students have with writing. "The two go hand and hand," Duggins said.

"A person's brain, explained Duggins, remembers the motor patterns of what is read. "You think with words and if you do not have the words stored within your mind because your motor patterns have not correlated them through reading, then you will not remember the word," Duggins said.

Tenure Debate Grows

cont. from pg. 10
"but evaluations shouldn't be done to get rid of the less qualified teachers," Soares said.

"The objective is to improve the process in the classroom," she said. The evaluations should be done to point out to a teacher things they might do to improve themselves. "Sometimes you get stuck in a rut and you just need someone to point you out."

Soares added that helping a teacher improve is a better solution than firing them.

Bisciglia lays the blame for automatic tenure and laxity that may result from it on the administrators. "Teachers would think twice about their teaching methods if they knew someone was there watching them," he said.

There are two evaluations, plus observations, that non-tenured teachers go through annually, Mrs. Pechillo said. "No, I don't feel that tenure has become automatic," the soft-spoken English teacher said. "It is harder to teach today, and with the tight market for teachers, tenure has become less automatic."

Mrs. Pechillo remembered her non-tenured days ten years ago. "It was no easier to obtain tenure then it is now," she said. "There is no less evaluating today than there was ten years

ago. And today the evaluators are more in tune with the teachers so the evaluations are pretty fair."

Mrs. Pechillo agreed that occasionally an incompetent teacher can slip past the evaluations. "Once in a while there is an evaluator that doesn't want to hurt anyone's feelings, but this is rare," Mrs. Pechillo said. Evaluations are usually done by department heads, she added. Unless a teacher is clearly inadequate he is granted tenure, Mrs. Pechillo concluded.

Once a teacher is granted tenure it becomes very hard to relieve the teacher from his duties. A teacher may continue teaching until he is 70 years old. There are six reasons that could result in the termination of a teacher's contract, all of which are difficult to prove with the exception of moral misconduct.

However, if the law was altered in order to make the process of releasing a teacher easier, too many jobs would be in jeopardy according to Pechillo. "There are too many people who are too anxious to witch hunt," the foreign language teacher said. "Teachers need all the protection they can get."

"Maybe teachers don't do all they should always," he said as he leaned back in his swivel chair.

Divided Sports Budget

cont. from pg. 10
Trumbull in July.

Step two is a similar request for the 1976-77 instant lottery funds that the Board has "conservatively" projected to be \$152,000, based on the high degree of success which the program has enjoyed.

Step three is that the Board of Finance approves the carryover to 1976-77 of the estimated \$50,000 balance the Board of Education realizes in the current year.

Step four directly affects the taxpayers. It is a request for \$100,000 from the town which would restore football, basketball, boys' and girls' swimming, and boys' and girls' track at Trumbull High School. The Board argues that these activities would produce some \$34,000 in revenue from game receipts, thereby reducing the \$100,000 to \$66,000.

"I think we'll get the 75-76 lottery funds and the carryover, but I seriously doubt that we'll get the rest," says Crooks, "because there's just too much politics in this town. I'm ashamed to say that I've been a Democrat in this town for 10 years, seeing what Butler (also a Democrat) is doing to education. To lose sports would be a severe blow to the school system."

Butler agrees that athletics are important, but stands firm behind his hold-the-line policy. "I can't say what will happen with the Board of Education's proposal, the budget must be finalized by the town council before anything can be done," Butler said. "I admit that the loss of athletics would be a sacrifice, but this is a time for sacrifices to be made in order to maintain a reasonable limit on the taxpayer's dollar."

Calvert, however, remains pessimistic. "Mr. Butler won't budge from his tighten-the-belt policy, and he wields a lot of power over the Democratic Board of Finance, so I'm very skeptical about getting any money that would affect taxes," Calvert said.

Calvert is willing to extend himself in order to save sports, partially if not entirely. "I think we are forgetting the kids in this whole thing. They are the ones who are suffering. Part of the duty of the

taxpayers in a town is to provide a good system of education for its children and athletics is a vital part of that system. It brings a whole school together in spirit and it provides unique individual opportunity in the form of scholarships."

If Calvert recommends retaining athletics with whatever money the proposal brings, there is no guarantee that the Board of Education will approve it, especially at the expense of another program. The chairman, Dr. Soares, has mentioned publicly that she would much rather save programs such as art and music than athletics, and although she has been attacked on those stands, she maintains them.

"I think athletic skills can be developed just as well in an intramural program as they can in an interscholastic one," says Dr. Soares. "If it comes down to it, I would want to see other learning programs in the arts retained rather than interscholastic sports. With Title IX adopted, I think the trend will be toward better intramural programs anyway, as the burden on budgets gets heavier as girls' participation continues to rise, as it is in Trumbull."

Trumbull has been coping with Title IX adequately, but not without typical problems for McDougall. "We've had to rearrange practice schedules and find money to finance the girls' sports, but as participation

keeps growing, it is going to be difficult to accommodate without digging deeper into our pockets. But it looks like our pockets are going to be empty. I may be out of a job unless some form of interscholastic sports are retained."

Title IX is a consideration, then, for it prevents the administration from shoving aside girls sports in order to save sports for the boys, as many male chauvinists would suggest, not the least of which is Calvert.

"I thought of saving only boys' sports, but I couldn't do it even if the town went for it. There's no doubt that Title IX is a major consideration for if we keep anything, we must keep a balance that is equal for boys and girls in terms of athletic opportunities."

While it is likely that it has created many similar problems for other communities around Fairfield County, in Trumbull Title IX is a sticky issue in a very messy and serious situation brought on by the economic ills from which this country is suffering. It is a clash of the women's movement and an inflation-recession period in the United States which, in this case, results in a problem for which there may be no true solution.

"No matter what we do, the kids are going to suffer," says Calvert, "and it is a shame because they are the ones who least deserve to."

Vo-Tech Funds

cont. from pg. 4
system was established.

Currently, the student enters the vocational school in the ninth grade, and alternates in most schools in five-week cycles between the classroom and the skill centers.

The advantage of these skill centers would have been primarily in that three additional students could have been admitted for the two years for each one now admitted.

The plan would have involved conversion of academic space in existing Vo-Tech schools to space devoted entirely to skill training.

Other recommendations included building more schools which is prohibited by cost, double sessions,

and shared time plans, which would have a student at one school in the morning for academic learning and at a vocational school in the afternoon.

Money continues to haunt the development of the vocational school program. Many involved with vocational education are worried that without the proper financing, the Master Plan for vocational education will remain just that—simply a plan.

The Master Plan report realized this problem in the October 1975 report entitled, "The Choices Before Us." It stated, "The Policy Group recognizes that there will be limitations—probably severe limitation—on available public revenues at least for the foreseeable future."

That Magic Touch For The Special Student

By LINDA CONNER

When Debbie was five years old, she took psychiatric tests that convinced the Stratford school system she was uneducatable. Instead of school, she remained home.

"The decision was made cut and dry—right then and there. We had to fight, Herb and me," said Debbie's mother Marge.

Debbie's parents looked into everything—hospitals, state and private institutions and even rehabilitation centers. They tried the Benhaven school for autistic children in New Haven, but they said Debbie was too advanced for them.

With other parents, Marge and her husband, rented an area where their "uneducatable" children could play.

"It was merely a baby-sitting thing," said Marge. "There was no schooling taking place." The parents hired a psychologist for the center, but because of lack of support, they eventually disbanded.

"We took anything that came along," Marge reflects. "It was by accident that we found out about the law. Communication between us and the schools was always slow."

The law to which Marge referred said each town must provide all its children an education. Those needing special attention, that wasn't available within town could go to a special school with the Board of Education paying the tuition and transportation costs.

"We went over their heads," said Marge. "We talked to a man from the State Rehabilitation Center in Hartford. He set up a meeting between himself, us and the Stratford special services director (Mabel Miller)."

"I remember when I went in front of them. I told them if they didn't give her an education like everyone else, we'd send Deb to a school in New Haven and they could pay her cab fare every day."

Debbie was then provided with home-bound instruction. New tests were given, showing that in some areas she had improved to almost normal. She was placed in Honeyspot Elementary School for a few hours a week, on a third



SPECIAL HELP—An instructor helps a learning-disabled child in a speech therapy class.

grade level. In high school, she attended on a half-day basis, with most of her courses in regular classes.

A normal classroom environment was important, says her parents. She loved it. According to Marge, the school system was probably apprehensive about allowing Debbie to mix with other children, fearing they would tease her.

"When Deb went to school," said Marge, "the system was geared for the perfect kid. Now, kids have a better chance."

Debbie was 20 when she graduated in 1975. Now she works in a training program at the Goodwill Industries, Inc., in Bridgeport. Her job consists of handling, sorting and packing clothing donated to the Goodwill.

Today, the special services department in Stratford has a Planning and Placement program. A pre-school team, consisting of a school psychologist, social worker, teacher and parents decide the best placement for a child in need of special attention.

Each of Stratford's 18 schools has special education classes and six

home-bound instructors are available. If an outside program seems best for a child, Stratford pays for the tuition, two-thirds of which is reimbursed by the state.

"A kindergarten teacher can usually tell within the first few months if a child can't adjust," said Joseph Clark, Stratford's director of special services. "Many times, it's the parents who bring the problems to our attention in the beginning. After the tests, we will recommend what we feel is the best for the child."

Clark says every effort is made to keep the children within the school system. This year, 160 of Stratford's 210 special ed kids are handled in the public school system. Of the 40 who are sent to special schools, seven attend the Stratford Learning Center, located in a local church, and four go to the Noroton School in Darien. The Learning Center, the Noroton School and the Wilton School for mentally disturbed teenaged boys, form the Cooperative Education Service (CES) of Fairfield County.

The Noroton school, founded in 1973 by Dr. Fred Esposito, serves over 14

communities and 56 children with both severe and minor learning and behavior disorders. Curriculum is family oriented, with each instructor assigned to two students.

The children are taught through "behavior modification," through patience, and through individual attention. According to Noroton assistant headmaster Evelyn McCarthy, if one process fails, another is tried.

"The program is very individualized," she said, "We won't hesitate trying counseling or anything that will show results." The results are slow, she warns, but at times, miraculous. She related some of the cases using fictional names:

When Eric came to Noroton three years ago, he wouldn't speak. He crawled like an animal. Now he carries his own tray to the lunch counter, can ask for seconds and is able to walk back to class.

Mary has learned to tie her shoe, to chew her food before swallowing and to crochet at Noroton. Two years ago, it was all her teacher could do to keep her

from banging her head against the wall.

Ted wasn't totally verbal. He would bruise himself, bite his hands, and drool constantly. With much work, his speech teacher has taught him to say "bye," "hi," and "mom."

Financial difficulties, however, plague the school. Currently, the school is about \$50,000 in debt. In addition to a \$4,200 tuition for each child, it gets help from state welfare, grants and private donations. Next year, says McCarthy, the school hopes to come out even by trimming their budget and raising tuition to \$5,900 per student.

Another Noroton worry is the loss of the lease on their present site in June. The school's headmaster, Kim Cartwright, is looking for a new site, despite a ruling by CES' executive board that denied Noroton a residence program next year. The Board, with a representative from each member town, made the decision because of the school's financial problems.

"Where will some of these kids go?" asks McCarthy, "Some of them have no where else."

7427

commentary

A prof's finale

By William Sherman

As this semester comes to an end, those of you who are seniors are no doubt reflecting on your four years at UB. So it is with me; next week is to end my four-year stay here also. I would like to share some parting thoughts with you.

It has been said that the role of an academician is to take a student and educate him, to analyze who is controlling whom and to identify the sources of control so as to best exert counter control. I hope those of you who have taken courses with me have learned something about contingencies and control. Without a sense of control you are impotent, helpless and hopeless; the belief that others control us—that they manipulate all the consequences—can be psychologically devastating.

The effects of lack of perceived control and the

desire for control are phenomena I have seen in my own research.

More tangibly, of course they are something we have all lived with this past year.



Vic Goldman

The old cartoon caption read "Who's in charge here?" At UB I think we

know.

We fought and we lost a battle. I am to leave, as are a number of my non-tenured colleagues. But even an important battle

staff, the faculty, the Administration—are but your employees. The 18th century German poet Johann von Schiller said: "Against stupidity, the gods themselves contend in vain." But the gods don't pay the bills you do.

It is your struggle. Your struggle to return academic quality to UB. Your struggle to get the best possible education. I am reminded of what a Dean said a number of years ago when I was in college. She admonished us that we must voice our protests, that without them we were nothing. She warned us that when a college student gave up, the rest of society was lost. If we didn't effect changes, she said, no changes would take place. She finally warned us that if we were willing to take lies and accept them, then we had already given up too

much of ourselves. I reiterate her point: It is your struggle and the outcome that is up to you.

Finally, I would like to say that these four years have been four of the best. They have allowed me to do what I love—teach. I have met some of the best people and had some of the greatest times. I learned to appreciate all of the "little people" who really run this University. The library staff, the maintenance staff, the secretarial staff—I thank you all. I appreciate all that my colleagues have done for me and my heart goes out to my "fellow-terminateds." But mainly, I thank you—the students—the real power.

(William Sherman is a psychology professor whose stay at the University will end next week).

commentary

Fritz, blitz and terlitz

By Joel Brody

This article is supposed to be my view of days gone by.

The specific days gone by that I was asked to write about were the school year known as 75-76. This should be quite a bitter article considering there was a faculty strike, a near impeachment of yours truly, an astronomical rise in tuition and a number of other goodies. One might expect to read of how certain administrators screwed the students or faculty that took advantage of students. But there will be none of that in this article. I'd like to write about the more pleasant things at U.B. I could write and talk about the above mentioned nerds forever, but a nerd will always be a nerd.

Many people may think that there are not many pleasant things at U.B. to write about. I've been here four years and managed to have a good time, so there's gotta be something here.

Maybe it doesn't take much to please me. I get enjoyment out of drinking beer at Peoples Park in Spring or Fall, sitting on the wall in front of Mandeville, taking a walk along the shore (even at night).

We happen to have a beautiful campus, in case

no one noticed. I think the people's view is often obstructed by the decrees that come down from high up on Mount Waldemere.

Think about the times you walked or sat in these areas. Isn't there much beauty in the trees and flowers in bloom in Spring on campus? Have you ever noticed the scent of the pink tree by the small dining hall? There are obstructions there too unfortunately. A) The smell emitted from Marina, B) The water balloons emitted from Cooper.

Speaking of beauty what about the architecture in some of the old houses on campus. Cortright, Waldemere and Bryant, though only a shadow of their former selves, are still beautiful buildings.

The library is a nice building. An excellent place to study, not a hell of a lot of books but very comfortable furniture. In fact there are a lot of good places to catch up on some lost sleep while you are there.

What about the faculty? The brilliant scholars who only know how to grade papers but not how to speak English. The many ph.D.'s whose students record their lectures, so they can play

them back when they need a quick cure for insomnia. Think of all the skill you've acquired in hangman and



tic-tac-toe because of these people.

There are some excellent professors here, though. The Shermans, Robinsons (too bad you can't take them next year), van DerKroefs, Browns and Tackowiaks, and many more. The ones that really make learning interesting and tuition worth paying. Many of the faculty besides being fine teachers are good people. The kind that you learn more from out of class than in. Fortunately UB's small size facilitates this type of learning and communication. It's

probably the best thing ole UB has going for it.

I've had one favorite for the past few years. I re-

commend her highly to anyone who bothers to read this article. Miss Sylvia Tackowiak is her name, she is one of the finest teachers we have. I had the pleasure of having her for Comm 101 and loved it. But I benefited from her much more out of class than in. I hope I do not embarrass her, but this woman has the most pleasant and kind disposition of anyone I've met. She always has a nice word to say to you. I believe that she would make a perfect match for Will Rogers, for she acts like she has liked all that she's met.

There were a few times this past year when I was in a pretty poor state of mind that I happened to pass her in the street. She cheered me right up. Not by telling jokes or humorous stories. But by saying the right things in the right way. A beautiful person. She should serve as model for us all.

I'll remember the above mentioned people and things well. Most of all I'll remember the friends—a very patient group, having put up with me. They are what makes a person stay at school worth it or not worth it. I've made a lot of friends and enemies while here, I'll miss them. So to them I say Terlitz.

(Joel Brody is the graduating Student Council President.)

The Scribe staff thanks this year's grads—Jack, Dan, Jill, Paul, Janet, Mike and Benny, for all their work and understanding. Best of luck Mark. With a staff like us, you'll need it!

7428

Video troupe will host production party

By SALLIE E. FISCHER
Scribe Staff

Video artists throughout the country seek new ways of experiencing the television medium. The MFT video troupe (Mighty Fine Television) at the University is no exception.

During the past few years the group has experimented with video concepts. They are now producing a video event—a video party—which they describe as “a new way to experience television—where everyone can be involved in creating television.”

This Sunday, MFT's second Video Party will take place in the Bubble Theatre of the Arts and Humanities Center from 3 p.m. to 1 a.m. Admission is free.

The idea for a video troupe was conceived by Shalom Gorewitz, instructor of a video art course in the University's cinema department.

Gorewitz wanted to bring actors, dancers and video people together to form a video



Kevin Kelleher and John Cameron (back to camera), both members of the Mighty Fine Television video group, horse around during a videotaping session. MFT will host a party Sunday in the Bubble Theater for anyone interested in learning how to make films or for those interested in having their films critiqued.

Tom Hagele

simultaneous activities, including video sideshows for visitors to participate in, music, and dancing.”

Gorewitz is a successful video artist whose tapes have been shown in The Kitchen, Global Village and the Film Anthology Archives. He is video editor of *Changes* magazine.

The event will have three phases. From its opening until 6 p.m., visitors can watch or help the troupe put Video Party elements together, thus getting a feel for the equipment and learning how to set up.

The second phase will begin at 6 p.m. Visitors may watch videotapes during this time.

At 8 p.m. MFT-produced tapes will be viewed and critiqued. Troupe members will demonstrate numerous video games manipulating images on the screen. The audience will be encouraged to experiment with cameras.

An audio system will provide dancing and listening music and musicians will appear on a large videobeam screen. The eight-channel audio system will also be available for experimentation. MFT believes audience participation will be a key to the Video Party's success.

Anyone who has made videotapes will have the opportunity to show them.

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group. Teaching a course gave him a chance to do so. A core of students who wanted to continue exploration into the medium then collaborated with actors and dancers to produce a series of experimental videotapes.

While creating the tapes, the troupe searched for an exciting way to show them. The Video Party was then formulated.

With the help of grants from the National Endowment for the Arts and the New York State Arts Council, MFT was able to produce its first Video Party in April at the Intermedia Foundation in Haverstraw, New York.

Gorewitz said the event was successful and described it as “a video circus with all kinds of

Five less freshmen withdraw this year, a survey shows

By Pauline Arciuolo
Scribe Staff

The number of freshmen withdrawals is down from last year, 52 to 47, according to Constantine Chagares, dean of Student Personnel.

Chagares conducts an annual survey of withdrawal reasons. He said the survey is incomplete.

The survey was conducted before the \$400 Fall increase was announced and only fresh-

men were surveyed.

“There is never one main reason why freshmen withdraw, the reasons and numbers fluctuate and vary each year,” says Chagares.

The breakdown of freshmen withdrawals to date for this year are: 21 transferred to another college, seven withdrew for financial reasons, three for academic reasons, five for personal reasons; and nine withdrew for other unspecified

reasons.

“This is not an unusually large number of freshmen withdrawals. Actually the number is down from last year's figure of 52,” he added.

Chagares said, “Maybe we're doing a better job in matching the student to the University. We are trying to offer more orientation programs because kids are shopping around today.”

“We are interested as to why freshmen withdraw because their responses help us to analyze the reasons and then sometimes we are in a position to make some internal changes, if it's a reason we can have some effect on. I feel we have to be as responsive as possible within our financial limitations,” the dean said.

Chagares doesn't believe there will be any significant change in the number of withdrawals.

“Most area colleges comparable to U.B. have increased their tuition rates about eight percent and that's what our increase was. It's not just happening to U.B. but to the rest of the nation. We are trying to spread as much financial aid as possible to as many students as possible within the perimeters of our budget,” explained Chagares.

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7429

Women to talk salaries with lawyers

By Maureen Boyle
Scribe Staff

The University chapter of AAUP Committee W is scheduled to meet with attorneys from the Connecticut Women's Education and Legal Foundation (CWELF) today to discuss possible legal action against the University for alleged sex discrimination in salaries.

Last week, 20 women faculty members met with Toby Moore, Committee W president and Sue Atkinson, an economics professor, to discuss a preliminary salary study by the National AAUP. The study showed women faculty members at the University were being

paid less than their male counterparts.

"The support seems to be there," Dr. Moore said of that meeting.

At today's meeting, Moore said she and Atkinson will discuss "specifics of what can be done" with attorneys at CWELF.

Moore said either Committee W or the AAUP may eventually file a class action suit against the University under Title VII of the Civil Rights Act of 1964. Title VII prohibits discrimination in employment.

Committee W or the AAUP would file a complaint with the Equal Employment Opportunity Commission

and wait 240 days for an investigation on the complaint. The AAUP could file court action against the University after the 240 days.

A six variable equation was developed by college statisticians and used in the national study. Atkinson said the equation accurately predicted men's salaries, but women's salaries were lower than expected, according to the study results.

More than half of the women fall below the predicted salary in each college here, the study results showed.

news briefs

Auditions

Auditions for University students interested in working on summer stock on campus this year will be held May 9 at 7 p.m. in Mertens Theatre. Approximately 25 actors are needed for a resident stock company that will perform two or three musicals to be staged on weekends in Mertens Theatre.

No dancing is required at the first audition, but auditioners should be prepared to sing and do a reading. Among the shows being considered for presentation are George M, Sweet Charity, Stop the World I Want to Get Off, Carnival and Promises, Promises.

Graduation Speaker

Abba Eban, former Israeli representative to the United Nations and ambassador to the United States, has declined a University invitation to speak at May Commencement ceremonies.

William Allen, assistant to the President Miles, said he received Eban's reply Tuesday. Allen said he was hopeful of finding a speaker before the end of this week.

Fall Library Reservations

All faculty members who currently have items on Spring Semester Reserve and would like the items reserved for the fall semester, should notify the Circulation department in Wahlstrom Library by May 15. All items will be removed from reserve on this date.

All summer school faculty are reminded to submit library Reserve Collection Request forms as soon as possible. The forms are available at the circulation desk.

Overdue library books should be returned as soon as possible.

Orientation Week

Students interested in working on Freshman Orientation Week Committee 1976, please complete an application form available at the Student Center Desk or Student Activities Office.

New Trustees

Charles L. Batchelder of Easton, a pioneer in aluminum recycling processes and chairman of Batchelder, Inc.,

Newtown and Dr. Charles E. Reed of Bridgeport, senior vice president for corporate strategic planning and studies for the General Electric Company in Fairfield, were recently elected to the Board of Trustees for three-year terms.

"We are honored to have two such distinguished men on our board. Their insights and expertise in business and community affairs will be valuable as UB seeks to continue and strengthen its services to the community," University President Leland Miles said in announcing the appointment.

"Mr. Reed has an international reputation in long-range planning. A published author and scientist, he brings valuable skills to the board. Mr. Batchelder is a very imaginative entrepreneur and his ideas will be a great asset as we chart the University's future," Dr. Miles added.

F.M. Department Cops Awards

Six members of the Fashion Merchandising Department, an art education student, under the direction of F.M. and a part-time faculty member recently received certificates of merit

for their entry in an advertising competition sponsored by Philip Morris Inc., New York.

Certificates of merit were presented to: Ms. Kubica, Instructor of Retail Advertising; Julie Bodnar, Susan Cody, Jill Press, Ferne Silverman, Lorraine Smith—all of the fashion merchandising department, and Debbie Griessel, the art education student.

Vet Funds

Joseph M. Card, Jr., Director of the Veterans Administration Hartford Regional Office, announced that many veterans who were discharged from service between January 31, 1955 and June 1, 1966 will reach their educational delimiting date on May 31, 1976.

No extension for these veterans is possible since the 10-year period is a statutory limitation. Any entitlement remaining after May 31, 1976 cannot be used.

However, for farm cooperative, apprentice or on-job-training or flight training, eligibility will cease 10 years from date of last separation or August 30, 1977, whichever is later, Card said.

Veteran students should contact their school financial aid office for additional information, Card said.

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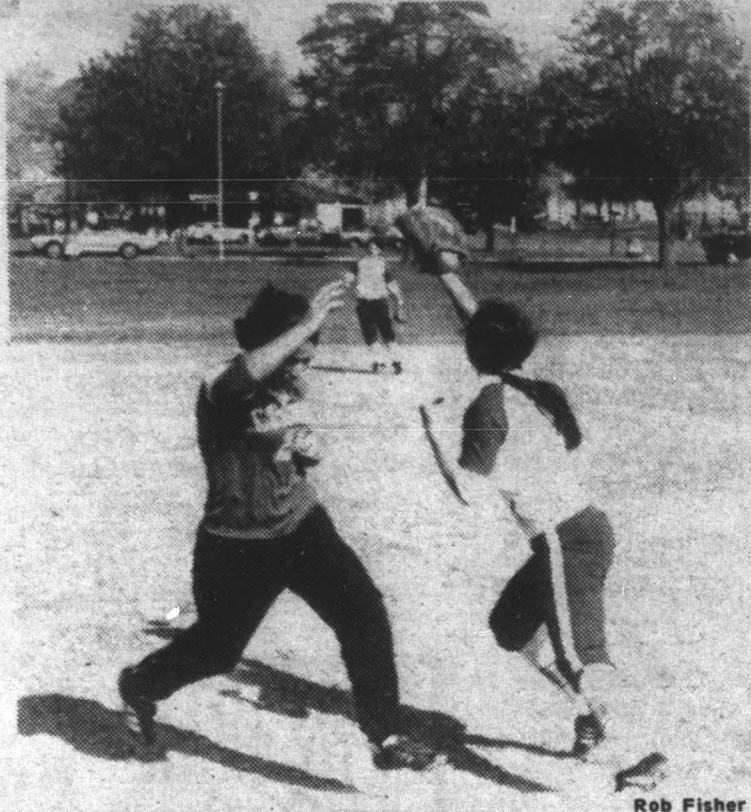
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7430



Rob Fisher

Baseball and tennis in action today, tomorrow

FINALE FRIDAY

Although results of yesterday's rescheduled game at Central Connecticut were not available at Press time, the Purple Knight Baseball team will be carrying an 8-13 record into today's final home game against Quinnipiac.

The Knights, behind the hitting of outfielder Pete Medgansis, defeated Quinnipiac 6-5 in a come-from-behind win earlier this season. Game time is set for 2:30 p.m. in Seaside Park.

The diamonders, who also defeated Fairfield 3-2 in 15 innings earlier this week, will be finishing up the '76 season with an away game tomorrow afternoon at UMASS. Senior Southpaw Phil Nastu will be taking the mound for Bridgeport in search of his fourth win. Nastu, who is in contention for the New England pitching title, will be attempting to improve on his 1.60 earned run average, the best in New England.

The game will be the last for soon-to-be-graduated Nastu, second baseman Randy Chevalier, catcher Mark Windsor, pitcher John Eggleston, and outfielder Pete Medgansis.

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SEEK WIN

Still in search of their first win of the year, the Varsity Tennis team will be playing Southern Connecticut State at 3 p.m. today in New Haven.

The squad, who has been riddled with injuries and illness the past week, played New Haven yesterday although the results were not available at Press time. The squad was 0-6 going into the match.

In tennis action last week, the squad lost 5-4 to Quinnipiac with Paul Dobkowski being the only singles player to come up with a victory. Dobkowski, only a freshman, has been the only bright spot for Bridgeport in the last week with first singles player Karl Weggenwroth still winless in six matches. Second singles player Jack Kramer has been out with Mononucleosis but, according to a team spokesman, will be back in action this week.

In the Quinnipiac match, Kramer was out, Reggie Lansberry was plagued with academic responsibilities and the Knights were forced to forfeit two matches. Also absent from the match was frosh Steve Goldman, who also had other academic responsibilities.

According to Kramer, who is ready to play, the Knights should be able to fare better against both Southern and American International. The Knights will travel to A.I.C. Friday for a 3 p.m. match.

Lemaire says:

'Bye UB, hello URI

By Roslyn Rudolph

Thirteen years of physical education and athletic work at the University of Bridgeport will end this year for Eleanor R. Lemaire, women's athletic director. Next year, she will assume the position of associate director of athletics at the University of Rhode Island. The types of responsibilities she will have will remain the same, the only difference is the scope of the athletic program there.

"It's very obvious that the support of athletics in general, especially women's athletics, is in the whole academic com-

munity—from the president to the faculty and students," Lemaire said.

"I will be in a place not limited by inadequate facilities, where the possibility for growth is a reality." Those facilities include four gymnasiums, two swimming pools, an indoor field area, and 18 tennis courts. In addition there are plans for an indoor ice hockey-ice skating rink and an indoor tennis facility.

Even though she will be in a newly-created position where she can fashion a model program in athletics, Lemaire said she will find it difficult to leave the

University of Bridgeport community. When I applied, I did it half heartedly," the athletic director admitted.

"I'll miss the people—the students, the faculty. I love working with students. I think it's refreshing," she said. "One bad thing, is I get older, while the students remain the same."

One thing her duties at URI will not include will be teaching. Part of her present job includes teaching theory courses to physical education majors. "My hopes are that once I get the program there underway, and it doesn't need as much attention, the phys. ed. department will let me teach grad or undergrad courses."

At the present there is no one to replace Lemaire as athletic director. Previously the positions of athletic director and physical education director had been combined into one position. But as the responsibilities for the jobs, particularly in the athletics area, became larger, the jobs were split into two positions. As someone who held both types of jobs here, Lemaire has seen many changes in the athletic program here, particularly in the area of women's athletics.

"It certainly has grown," Lemaire said. "I think the biggest change is that more opportunities are offered to students interested in athletic competition in intercollegiate activities—the most they've ever had. Our schedules have changed from five and six contests to 10 and 14. We also have better health protection since we have our own athletic trainer." In addition, those sports that qualify compete in regional and state tournaments, giving both the teams and individual team members the chance for recognition.

She has also been able to see changes in the University in general. "I kind of feel like I'm part of the continuity of the structure," she admitted. I've seen administrators and administrations change drastically in terms of attitudes and numbers."

Students now, she feels, have concerns that are "more worldly." They seem to be more serious about life in general."

Sidelines it won't be the same

by Paul Neuwirth

Way back in September, when the dorms still smelled of new paint and the University streets ran wild with little more than passing sightseers, nobody, not even he himself, would have thought that come this May, he would be recognized as Athlete of the Year, or for that matter, one of the best ball players to have set foot on Harvey Hubbell Haven.

Yes, Phil Nastu is the best and a year of championships and winning tell the story. A Scribe headline of Sept. 3 which read, "No more Saturday night heroes," hadn't even predicted that on the night of March 13, a Saturday night hero would emerge. Phil Nastu was his name and in winning the New England Regional tournament, Bridgeport was Number One and Nastu was Number One.

"He is the heart and soul of our team," said Coach Bruce Webster about Nastu during those glory days. "He is the guts of our team," remarked the coach about the Bridgeport native who has since donned a Bridgeport basketball uniform for the last time.

In so far as uniforms, Nastu will be wearing his last Bridgeport uniform of any kind tomorrow afternoon when he takes the mound against UMASS.

The lanky southpaw, now in his third year of Varsity baseball action, has been marked as one of the East's finest burlers. This season, "Nasty" has continued to show the quickness and headsup ballplaying of the past and has been right up with the leaders for the New England pitching championship.

To go along with a 5-1 record of last year and a 2-1 slate from his sophomore season, Nastu will be working for his fourth win tomorrow against UMASS

with the hope of a possible berth in spring training with the Boston Red Sox. Baseball may be his future but the fans of Bridgeport will remember him for his backcourt basketball performance against Bentley and Assumption.

"Nastu: Knight to Remember," read a March 16 headline after the Knights had captured the regional championship. The sleek 6'2" guard pumped in 28 points that night in the finale against Assumption to give the Knights a come-from-behind 86-84 win. BUT IT WASN'T until he was carried back on the court after a leg cramp did the crowd of more than 3,000 recognize his contribution.

Nastu gave Bridgeport its first championship and the lean backcourt specialist gave the Bridgeport fans the first thing to really cheer about since the teacher's strike.

Next year Phil Nastu will be gone. So will Hugh O'Neill Lee Hollerbach, Don Kissane, Estaban Sebourne, Mark Windsor, Randy Chevalier, and what was left of a football team but without the tricky ballhandling, the quick pass under the basket, the winning curveball or the thin well-known beard, Bridgeport and all the future ball teams will never be the same.

There will be other champions, other captains and other lefty pitchers that will wear a Bridgeport uniform but there will never be another Phil Nastu. There will be other big games against Assumption, other New England All-stars and other native Bridgeport athletes but there will never, never be another Phillip Nastu. We, here at Bridgeport may win again but without this year's Athlete of the Year, it just won't be the same.

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